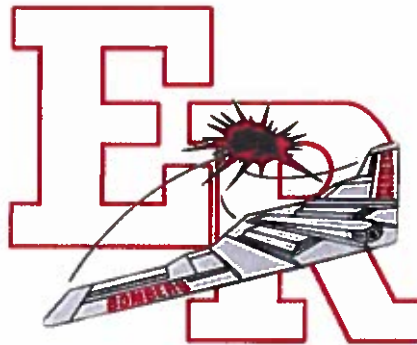




# ***EAST ROCHESTER UNION FREE SCHOOL DISTRICT PLAN FOR PARTICIPATION***

**IN ACCORDANCE WITH COMMISSIONER'S REGULATIONS 100.11**



**December 23, 1993  
Revised March 31, 1994  
Revised January 30, 1996  
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## MISSION, VISION, AND CORE VALUES

### Our District's Mission

The Mission of the East Rochester School District is to prepare students to be college and career ready and to provide a quality education in a safe environment where all students develop the abilities, attitudes and values necessary for responsible, productive citizenship.

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### Our Vision

The Vision of the East Rochester School District is that students will learn through the highest quality instruction which recognizes each student's strengths, talents, interests, learning styles and rates of learning, using developmentally appropriate methods.

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### Our Core Values

#### *Students First*

*Students are our first priority. We dedicate ourselves to holistic student development in a safe, nurturing environment.*

#### *Opportunity*

*We provide every student equal access to strong academic programs, clubs, teams and events that enable students to reach their fullest potential.*

#### *Achievement*

*Everyone can improve. We collaborate to learn, observe, measure and grow. We proudly celebrate achievements.*

#### *Responsibility*

*We are all accountable to ourselves, to our students and to each other. Our shared responsibility is to be respectful.*

#### *Strength*

*Together, we will accomplish excellence.*

#### *S.O.A.R.S.*

*Soaring to Excellence*

**EAST ROCHESTER UNION FREE SCHOOL DISTRICT**

**DISTRICT BASED TEAM**

We, as members of the East Rochester Union Free School District Based Team, do hereby endorse this document. Our endorsement is presented by consensus of the Team. Note that stakeholder groups with co-presidents offer one complete vote.

<u>Stakeholder Group</u>	<u>Printed Name</u>	<u>Endorsement Signature</u>
Superintendent of Schools	Mark, Linton	<i>Mark D. Linton</i>
Board of Education Designee	Colette Morabito	<i>Colette Morabito</i>
President, ERAA	David Rovitelli	<i>D. Rovitelli</i>
President, ERTA	Lola Kelly	<i>Lola Kelly</i>
President, CSEA	Betty Gering	<i>Betty Gering</i>
PTA Designee	Rachel Hardy	<i>R Hardy</i>
SEPTA Designee	Laura Connard	<i>Laura W Connard</i>

## SECTION I

### PROCEDURAL GUIDELINES FOR 2015 BIENNIAL REVIEW

The District Based Team met to discuss current aspects of the Plan for Participation. It was decided that the District would use information from the School Based Teams to complete the Statement of Success required by the online review process. It is the desire of the District Based Team to recertify the Plan.

#### **Biennial Review Process**

- In preparation for review, and as applicable, the updating of this document, each building shared decision making team will make recommendations to the District Based Team.
- The document can be updated, as applicable, by consensus of the District Based Team provided that all stakeholder groups are represented on the District Based Team as part of the consensus.
- Changes to the document will become effective upon approval of the Board of Education.
- All shared decision making teams will meet together once annually.

#### School Based Teams:

PreK - 5

6 - 8

9 - 12

NYSED Part 100 Regulations: 100.11 Participation of parents and teachers in school-based planning and shared decision making: <http://www.p12.nysed.gov/part100/pages/10011.html#a>

## SECTION II

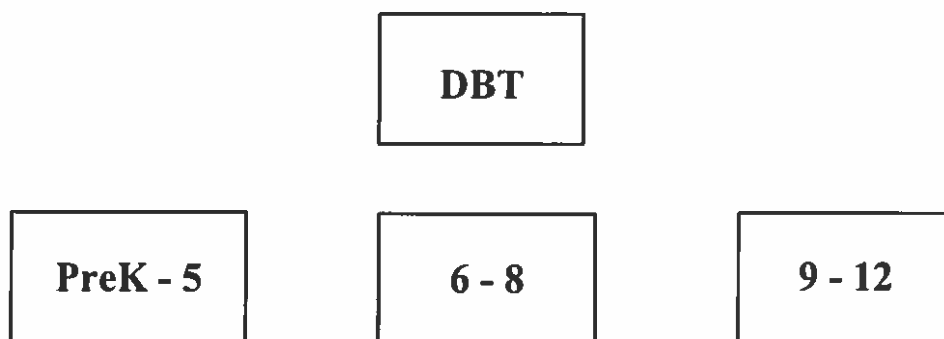
### THE PLAN FOR PARTICIPATION MEMBERS OF SCHOOL BASED TEAMS

**DEFINITION: SHARED DECISION-MAKING**

A process by which representative members of the community at the district and school levels cooperate and accept accountability “to improve the educational performance of all students in the school, regardless of such factors as socioeconomic status, race, sex, language background, or disability.” [Reference: CR 100.11, section (a)]

**STRUCTURE: SHARED DECISION-MAKING**

In the East Rochester Union Free School District, the structure for shared decision-making shall include a District Based Team (DBT) and three School Based Teams (SBT). The definition, purpose, composition and procedural guidelines for each of these teams are outlined in this document.



### **SECTION III DISTRICT BASED TEAM**

#### **DEFINITION**

The District Based Team is a group of designated members of the district community.

#### **PURPOSE**

- To assess functioning and outcomes of the District Based Team and School Based Teams and provide an annual report to the Board of Education at the February Board of Education Meeting.
- To review and revise guidelines set forth in the Plan for Participation on a biennial basis.
- To promote an ongoing network of communication between the District Based Team and each School Based Team, among the School Based Teams and with the Board of Education and other stakeholder groups by requiring each School Based Team to send a copy of their approved minutes to the offices that house the other School Based Teams for distribution to School Based Team members. Each stakeholder representative is responsible for communicating with their stakeholder group.
- To provide technical assistance and guidance to the School Based Teams regarding functioning and decision-making (i.e. training and development needs, process checking, issues which implicate limitations as per statute, District policy, contract).
- To monitor the functioning of the School Based Teams and assess the outcomes of the School Based Teams.

#### **COMPOSITION**

Superintendent of Schools  
President of the Board of Education or designee  
President of East Rochester Administrators' Association  
President of East Rochester Teachers' Association  
President of the CSEA  
President or designee of East Rochester Parent-Teacher Association  
President or designee of East Rochester Special Education Parent-Teacher Association

#### **PROCEDURAL GUIDELINES**

##### **Roles and Responsibilities**

The District Based Team will follow Roberts Rule of Order and use the roles of Leader and Minutes Taker. Other roles, which may include but are not limited to Facilitator, Recorder, Time Keeper, and Observer, are at the discretion of the Team (*Reference: Glossary*).

**Operational Principles:** The District Based Team will operate according to the following:

1. We will focus on the task at hand.
2. All team members will have equal opportunity to participate.
3. We will be clear and concise in stating our opinions.
4. We will actively listen to each person's input.
5. We will offer alternative proposals to those things with which we disagree.
6. We will keep an open mind.
7. We will use information, data and research in decision-making.

**Issue Identification:** The District Based Team may identify their own issues as well as accept issues from outside sources. All issues will relate to improving student learning through the Plan for Participation as agreed upon by each team.

**Level of Authority:** The District Based Team is authorized to make decisions outlining the parameters for the Plan for Participation as outlined in Section V. It is understood that the district-based decisions using the consensus model will stand. (See page 9).

**Team Practices:** The District Based Team will design a process that will minimally include:

- Collaborative agenda setting.
- Team discussion, problem-solving and planning strategies.
- Minutes reporting and communication to stakeholder groups in a timely fashion.

**Management of Information:** The District Based Team will send their agendas and minutes to all other shared decision making teams as a matter of practice. The team will comprehensively and routinely communicate with all stakeholders.

**Schedule:** The District Based Team will arrange meetings at mutually convenient times and places. It is recommended that the Team meet a minimum of twice a year – one time in the fall and one time in the spring.

**Compensation:** All participation will be at no compensation.



## **Models for Decision Making**

### **1. Consensus**

We, for the benefit of the students of East Rochester, have achieved consensus when:

- all points of view presented are understood
- the decision is of quality, and was arrived at openly
- the decision will be positively and willingly supported by all decision makers
- to the maximum extent possible, the decision is in the best interest of all involved and impacted

### **2. Quorum**

A quorum is necessary for decision-making. A quorum will include all named members of the District Based Team. The Team may meet without quorum.

**No quorum, no decision.**

### **3. Support**

We understand that support means:

To promote the decisions and respond positively to concerns regarding the work of the District Based Team.

## **Training**

Training is essential for the success of shared decision making. Training will be required and thus provided, if available, upon request and as available and practicable.

## **Assessment and Evaluation**

Internal Functioning - The District Based Team will assess, in an ongoing way, their internal functioning.

Results/Outcomes - The District Based Team will assess the impact of their decisions upon shared decision making and upon student learning, as well as School Based Teams' decision making upon student learning, at least annually.

**SECTION IV**  
**SCHOOL BASED TEAMS**

**DEFINITION**

The School Based Teams are groups of designated members of the school community who will use shared decision-making to improve student learning.

**PURPOSE**

- To assist students in achieving standards of excellence based upon Common Core State Learning Standards, as determined by the Board of Education.
- To develop, lead and manage an educational plan which focuses upon student learning and reflects the District's goals and Common Core State Learning Standards.
- To communicate by sending approved meeting minutes to the District Based Team, other School Based Teams, and stakeholder groups regarding issues and results.
- To build support and ownership for decisions, facilitating implementation.
- To foster innovation, creative thinking and meaningful problem solving through a team approach.
-

## COMPOSITION

### **Stakeholder Groups (School Based Teams)**

#### **PreK – 5**

Parents – PTA President, SEPTA President or designee and 2 parents elected by those parents of the school (4 Maximum)  
Building Administrator (1)  
Teachers (4)  
Support Staff (1)

10 Total Members

#### **6 - 8**

Parents – PTA President, SEPTA President or designee (2 Maximum)  
Building Administrator (1)  
Teachers (2)  
Support Staff (1)

7 Total Members

#### **9 - 12**

Parents – PTA President, SEPTA President or designee and 2 parents elected by those parents of the school (4 Maximum)  
Building Administrator (1)  
Teachers (4)  
Support Staff (1)  
Student (1)

11 Total Members

### **Stakeholder Groups – Definitions**

NOTE: A person may only qualify to serve on one group.

1. Parent: Parent/Guardian of child within the school.
2. Administrator: Current member of the administrative staff of the school.
3. Teachers: Current member of the certified teaching staff of the school.
4. Support Staff: Current member holding a non-certified staff position in the school.
5. Student: Current student in the school.

## **1. Election/Selection**

**Foundation Statement:** Election/Selection bodies will use processes which are open and fair to all members of the stakeholder group.

Parents: Parent-Teacher and elected parent representatives

Administrator: East Rochester Administrators' Association

Teacher: East Rochester Teachers' Association

Support Staff: CSEA

Student: Student Council

### **Term of Office:**

September 1 to August 31. Elected terms will be one or two years in length, to be decided by the electing body. Attendance at monthly meetings is critical to the success of the team.

### **Selection Process:**

- Teachers – Teacher representation will be identified for each building by the ERTA.
- Administrators – Administrative representation will be identified for each building by the ERAA.
- Support Staff – Support staff representation will be identified for each building by the CSEA.
- Parents – Parent representation will be identified for each building by the PTA and SEPTA. The process shall include the following:
  - Applicants who are also employees of the district cannot represent more than one stakeholder group concurrently.
  - Applicants who have students that are in the last year in the building may serve one year.
  - Selection shall be made by ballot at an open PTA and SEPTA Board meetings by membership present.

## **PROCEDURAL GUIDELINES**

### **Roles and Responsibilities**

Teams will use Roberts Rules of Order and the roles of Leader and Minutes Taker will be identified at the start of each meeting. Other roles which may include but are not limited to Facilitator, Recorder, Time Keeper, and Observer are at the discretion of the Team (Reference: Glossary)

**Operational Principles:** School Based Teams will operate according to the following:

1. We will focus on the task at hand.
2. All team members will have equal opportunity to participate.
3. We will be clear and concise in stating our opinions.
4. We will actively listen to each person's input.
5. We will offer alternative proposals to those things with which we disagree.
6. We will keep an open mind.
7. We will use information, data and research in decision-making.

### **Issue Identification**

Teams may identify their own issues as well as accept issues from outside sources. All issues will relate to improving student learning relative to the Common Core State Learning Standards, and will be within NYSED and Legislative mandated laws and guidelines.

### **Level of Authority**

School Based Teams are authorized to make decisions as outlined in the parameters for the Plan for Participation as outlined in Section V. It is understood that school based decisions using the consensus model will stand.

### **Team Practices**

School Based Teams will design a process that will minimally include:

Collaborative agenda setting.

Team discussions, problem-solving and planning strategies.

Minutes reporting and communication to stakeholder groups in a timely fashion.

### **Management of Information**

Teams will send their agendas and minutes to all other shared decision-making teams as a matter of practice. Teams will comprehensively and routinely communicate with all stakeholders.

### **Schedule**

Teams will arrange meeting times at mutually convenient times and places. It is recommended that teams meet a minimum of once a month. Teams will not meet while school is not in session.

### **Compensation**

All participation will be at no compensation.

### **Models for Decision-Making**

#### 1. Consensus

We, for the benefit of the students of East Rochester, have achieved consensus when:

- all points of view presented are understood
- the decision is of quality, and was arrived at openly
- the decision will be positively and willingly supported by all decision makers
- to the maximum extent possible, the decision is in the best interest of all involved and impacted

#### 2. Quorum

A quorum is necessary for decision-making. A quorum, if all positions are filled will include at least one administrator, three teachers, three parents and one support staff. The Team may meet without quorum.

**No quorum, no decision.**

#### 3. Support

We understand that support means: To promote the decisions and respond positively to concerns regarding the work of the School Based Team.

### **Training**

Training is essential for the success of shared decision-making. Based upon availability, training will be required for each new member within 60 days of appointment through a provider agreed upon by the District Based Team.

### **Assessment and Evaluation**

Internal Functioning - Teams will assess in an ongoing way their internal functioning.  
Results/Outcomes - Teams will assess the impact of decisions on student learning at least semi-annually.

## SECTION V

### AREAS FOR DECISION-MAKING

#### FOUNDATION STATEMENTS: AREAS FOR DECISION-MAKING

- All decisions will be aimed at increasing student learning.
- All shared decision-making teams will make decisions within New York State statutes, Commissioner's Regulations, existing contracts, and Board of Education policy.
- Responsibility and accountability is tied to decision-making.
- Where necessary, shared decision-making teams may appeal for waivers through the District-Based Team to the Board of Education.
- All shared decision-making teams will, during discussion and planning, delete personally identifiable data.

#### DEFINITIONS: AREAS FOR DECISION MAKING FOR SCHOOL BASED TEAMS

Teams, when involved in the process of shared decision-making, may support and address the following strategic areas as related to the mission, vision, and core values which include:

1. Instruction
2. Staff Development
3. Community Relations
4. Student Conduct and Discipline
5. School Climate
6. Student Development/Achievement
7. Health and Safety
8. Local Curricula
9. Interviews – a member may be asked to participate in the interview process for certified and licensed positions

## **SECTION VI**

### **ACCOUNTABILITY**

It is understood that the School Based Team will accept responsibility for its functioning and student learning. In particular, each School Based Team will be accountable for abiding by the Purpose as outlined in this document. School Based Teams will be monitored by the District Based Team. School Based Teams will use qualitative and quantitative measures to assess student learning. School Based Teams will submit plans annually to the District Based Team.

#### **PURPOSE – SCHOOL BASED TEAMS**

- To assist students in achieving standards of excellence based upon Common Core State Learning Standards, as determined by the Board of Education.
- To develop, lead and manage an educational plan which focuses upon student learning and reflects the District's goals and Common Core State Learning Standards.
- To communicate by sending approved meeting minutes to the District Based Team, other School Based Teams, and stakeholder groups regarding issues and results.
- To build support and ownership for decisions, facilitating implementation.
- To foster innovation, creative thinking and meaningful problem solving through a team approach.
- To monitor the functioning of the School Based Team and assess outcomes of the School Based Team.



The District Based Team is responsible for functioning and is accordingly, specifically charged to carry out the Purpose as outlined in this document.

**PURPOSE – DISTRICT BASED TEAM**

- To assess functioning and outcomes of the District Based Team and School Based Teams and provide an annual report to the Board of Education at the February Board of Education Meeting.
- To review and revise guidelines set forth in the Plan for Participation on a biennial basis.
- To promote an ongoing network of communication between the District Based Team and each School Based Team, among the School Based Teams and with the Board of Education and other stakeholder groups by requiring each School Based Team to send a copy of their approved minutes to the offices that house the other School Based Teams for distribution to School Based Team members. Each stakeholder representative is responsible for communicating with their stakeholder group.
- To provide technical assistance and guidance to the School Based Teams regarding functioning and decision-making (i.e. training and development needs, process checking, issues which implicate limitations as per statute, District policy, contract).
- To monitor the functioning of the School Based Teams and assess the outcomes of the School Based Teams.

The District Based Team reports to the Board of Education and agrees to carry out the goals of the organization as put forth by the Board of Education. Quantitative and qualitative measures will be used to assess outcomes. The District Based Team will report results to the Board of Education on an annual basis.

The District Based Team is empowered to support shared decision making within the District and may, accordingly, recommend structural changes regarding the Plan for Participation to the Board of Education. It is understood that the District Based Team will not alter any decisions made by the School Based Teams. It is understood that the Board of Education may exercise its rights and powers under statute and may intervene accordingly.

## **SECTION VII**

### **DISPUTE RESOLUTION PROCESS**

When a dispute (Reference: Glossary) arises at the level of the School Based Team, the following sequences will be used. It is preferred to handle the dispute at the lowest level possible:

**Level 1:** The School Based Team, using its structures and strategies, will negotiate a solution.

**Level 2:** The School Based Team will appeal to and meet with the District Based Team for assistance.

When a dispute arises at the level of the District Based Team, the District Based Team will use the following sequence:

**Level 1:** The District Based Team, using its structures and strategies, will negotiate a solution.

**Level 2:** The District Based Team will appeal to meet with the Board of Education for assistance.

When concerns or issues arise from stakeholders or stakeholder groups within the organizations, the prescribed method of resolution will be to follow through with the appropriate Team, whether School or District level.

## SECTION VIII

### MEANS /STANDARDS – STUDENT ACHIEVEMENT

In keeping with the District's goals and standards of excellence, it is understood that data (both qualitative and quantitative) will be used in assessing the impact of decisions made by School Based Teams on learner outcomes. The following measures will be used, as appropriate for assisting School Based Teams in understanding learners' current levels of functioning as well as changes resulting from particular interventions.

The East Rochester Union Free School District will use, but is not limited to the following assessment instruments:

#### NEW YORK STATE ASSESSMENTS /STANDARDIZED ASSESSMENTS

- Grade 3 - English Language Arts and Math
- Grade 4 - English Language Arts, Math, and Science
- Grade 5 - English Language Arts and Math
- Grade 6 - English Language Arts and Math
- Grade 7 - English Language Arts and Math
- Grade 8 - English Language Arts, Math, and Science
- Grades 9 – 12 - Regents Examinations in English, Math, Science & Social Studies
- Grades 10 –12 - Advanced Placement Exams
- Exit Outcomes - Graduation rate

#### College and Career Assessments

- Grade 9 - EXPLORE
- Grade 10 - Practice ACT Test (PLAN)  
Preliminary Scholastic Aptitude Test (PSAT)
- Grade 11 - Preliminary Scholastic Aptitude Test (PSAT)
- Grades 11 & 12 – Scholastic Aptitude Test (SAT) and ACT

#### NON-STANDARDIZED ASSESSMENTS

Teacher-made Unit Tests

Common Assessments

Benchmark Assessments K-8

AIMS Web Literacy & Numeracy – 3 times each year (Grades K-1)

Fountas & Pinnell guided reading tests

2 times each year (winter & spring all kindergarten students)

3 time each year (fall, winter & spring all students grades 1-5)

At risk students grades 6-8 as needed throughout the school year and prior to any school meeting

Math Beginning and Ending Year Inventory assessments K-5 (Math Expressions)

Math mid-terms and final exams all students grades 6-8

Diagnostic Tests

## **SECTION IX**

### **STATE/FEDERAL GUIDELINES FOR PARENTAL INVOLVEMENT**

All requirements of the New York State Commissioner's Regulations dealing with educational programs which have specific points of parental involvement will be honored throughout our shared decision-making structure and processes.

Additional information regarding the specifics of these programs may be obtained by contacting the office of the Committee on Special Education.

The Elementary School Principal is the liaison for each compensatory education program. This person will report to each building level team as liaison to the building level teams on an annual basis. The report will consist of recommendations from AIS, RTI and related advisory groups.

## SECTION X

### GLOSSARY

#### **Consensus**

Consensus is achieved when:

- all points of view presented are understood
- the decision is of quality, and was arrived at openly
- the decision will be positively and willingly supported by all decision makers
- to the maximum extent possible, the decision is in the best interest of all involved and impacted

#### **DISPUTE**

When team is unable to reach a decision.

#### **FACILITATOR**

Helps team follow the process; assists in building and maintaining productive climate and open communication.

#### **LEADER**

Directs and focuses the team on task; responsible for helping the team to achieve desired outcomes; coordinates with other roles.

#### **MINUTES TAKER**

Records/summarizes the team's output and distributes to members within 48 hours.

#### **OBSERVER**

Operates as an "external consultant"; steps outside and observes/tallies specific aspects of the team's work and process.

#### **RECORDER**

Captures and documents the team's output during sessions; may use newsprint, transparencies, or other mediums.

#### **TIMEKEEPER**

Tracks time and offers ongoing alerts; usually, time is called at half intervals.

#### **Quorum**

A quorum is necessary for decision-making. See Sections III and IV.