

Participation of Parents and Teachers in School-Based Planning and Shared Decision Making

Pursuant to the guidelines established in Commissioner's Regulation 100.11 regarding school-based planning and shared decision making, the following goals and objectives for the component areas spelled out in this regulation are established and practiced in the Kenmore-Town of Tonawanda Union Free School District.

1. *Purpose*: The purpose of school-based planning and shared decision making is to improve the educational performance of all students in the school, regardless of such factors as socioeconomic status, race, sex, language background, or disability.
2. *Educational Issues*: The following areas will be the focus of cooperative planning and shared decision making at the building level.
 - a. The thorough and comprehensive analysis of a wide range of information and data regarding students, student characteristics, and student achievement levels as the foundation, along with review and incorporation of the latest educational research findings, for the development of the annual school improvement plans;
 - b. Conscious efforts to broadly incorporate and expose all students to the Knowledge, Skills, and Abilities endorsed by the District for learners of all ages;
 - c. Actively supporting the District's Vision Statement, Goal Statement, and Statement of Belief as a guide for actions and deliberations.
3. *Involvement*: School Planning Teams (**school improvement teams**) shall include **1-3** parents, teachers, support staff, building administrators, and may additionally include students and/or other community members. School Planning Teams are responsible for determining membership, including the process for selecting members and the length of terms of service.
4. *Means* (instruments or techniques used to evaluate student achievement *and Standards* (level of achievement being sought) *identified to evaluate improvement in student achievement*: Employing a continuous school improvement process approach, use of a wide variety of information and data sources will be called upon to develop informed and data-driven decisions. Some of these instruments or sources may include, but are not limited to, the following: Statewide Assessment Programs, the School Report Cards, standardized testing scores, teacher-made tests, achievement tests, student portfolios, student performances and exhibitions, attendance and participation rates, graduation/drop-out rates, surveys and interviews, both hard and soft data. Striving to help each student meet their fullest potential is the standard we have set for ourselves.
5. *Accountability*: Accountability for decisions made by the School Planning Team shall be accomplished by continuous monitoring and evaluation of the school's efforts to achieve the goals of the plan. School Planning Teams will consider a variety of methods to gather data. Formal and informal measures **including annual surveys** will be used to determine whether enroute steps are being attained and if adjustments are necessary.

Monitoring assumes a number of conditions are present: a) there is a goal-directed plan; b) the plan has been analyzed and its major elements detailed; c) each element is characterized by a set of objectives; d) the total plan is time-related and the elements appear

as benchmarks. Each year, the school planning team document will include a "monitoring" section which outlines the tasks and responsibilities.

6. Dispute Resolution: If a planning team is unable to reach consensus, the team will request a person with district-wide responsibilities to assist them in resolving issues and reaching consensus.

7. State and Federal coordination: School Planning Teams are designed to supplement and not supplant or conflict with state and federal requirements for the involvement of parents in planning and decision making in such district level programs such as Title I, Safe and Drug Free Schools, Pupils with Compensatory Educational Needs, Special Education, and Occupational Education.

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