

The improvement of student achievement is the goal of the educational community. In order to implement the Part 100.11 of the Regulations of the Commissioner of Education and to achieve this goal at Iroquois Central School District, the following team has been assembled to create a site-based management plan.

**DISTRICT MANAGEMENT TEAM
FOR
SITE-BASED DECISION MAKING**

ADMINISTRATOR REPRESENTATIVES:
**Neil Rochelle, Brian Wiesinger, Donna Eno,
 Dennis Kenney, Kim Oar, Ann Marie Spitzer**
TEACHER REPRESENTATIVES:
Corinna Dabek, Jon Baumgartner
SUPPORT STAFF REPRESENTATIVE:
Sharon Reichert
PARENT REPRESENTATIVE:
Debbie Wilson
COMMUNITY REPRESENTATIVE:
Pat Evans
STUDENT REPRESENTATIVE:
Bridget Burghardt

APPENDIX

AMENDMENTS

III. AUTHORITY AND RESPONSIBILITY: pg. 5; Para 1

III. AUTHORITY AND RESPONSIBILITY: pg. 5; Para.4

GUIDELINES: pg. 8; Para. 3

GUIDELINES: pg. 9; Parents

GUIDELINES: pg. 8; Para. 3

- d.) To keep minutes and records and forward copies to the Superintendent of Schools and all other site-based teams. Additional copies to be posted in the office and faculty room in each building. A summary of the minutes will be published in the PTO newsletters and/or posted electronically on the District website.
- e.) Topics for discussion of the site-based teams may include any issue that is within the scope of the members of the team to implement and that relates to the improvement of student achievement. For example, the following list of topics would be appropriate for committee deliberations:
1. Site-based team budget (as may be allocated by the district).
 2. School climate activities
 3. Personnel interviews
 4. Physical plant
 5. Linking agencies
 6. Community center
 7. Homework policy
 8. Make-up work policy
 9. Field trips
 10. Student performance outcomes
 11. Increased parent/community involvement
 12. Calendar/bldg schedule development
8. The roles and responsibilities of the individual members of site-based teams:
- a.) To make a two-year commitment to the team.
 - b.) To maintain a regular attendance at site-based team meetings.
 - c.) To work to create the best educational environment possible.
 - d.) To gather information when necessary and keep constituents informed.

5. No teacher or parent shall participate on a site-based team in the district for more than two consecutive terms.

6. Criteria for site-based team membership shall be the following:

Building team members should be individuals prepared to make a special commitment to this important endeavor. Individuals should not serve on more than one team at a time and should not be members of the Board of Education.

Community member: May not be an employee or be a parent with a child in the building in which he/she serves as the community member of the team.

Teacher Rep: Must be a full-time teacher and member of IFA

Parent Rep: Must have a child in the building and not be an employee of the district. The only exception shall be third grade parents, who may be elected to fourth grade representation because the intermediate school is only a two-year experience.

Support Staff Rep: Must be a member of CSEA.

7. The roles and responsibilities of the site-based team shall be:

- a.) To assess the educational needs of the building.
- b.) To create, implement and evaluate a building plan.
- c.) To insure that all decisions are in accordance with negotiated contracts, laws, regulations, board policy and PTO by-laws. Accordingly, the following topics are inappropriate for committee deliberations: employee contracts, personnel evaluation, personnel assignment or service contracts.

Iroquois Board of Education
POLICY STATEMENT

I. Context and Purpose

The Iroquois Central School District Board of Education is committed to a program of reform based upon the belief that all children can learn, and upon the conviction that schools have the responsibility to educate students to standards of excellence that will prepare them for higher education, the work place, and their roles as members of a culturally diverse society. The Board has undertaken a program of reform that involves strategies to effect change in the school system and improve the performance of students: (1) encouraging schools to increase their productivity by providing school communities with greater authority and responsibility for decisions that affect student performance (school-based planning); (2) establishing goals, standards and measures for student achievement (outcomes); and (3) establishing a system of accountability that focuses the work of the District on preparing students for their roles as employees and citizens in the future.

The Board intends school improvement to proceed in the context of the District's vision statement and within an understanding of the purposes of education, expressed as the expectations that the community holds for District graduates.

II. Organization

Site-based planning is the organizational structure for improving school productivity. This structure provides for the formation of a site-based team at each school, consisting of representatives of the school community who hold primary responsibility for the design of a multi-year school improvement plan.

The site-based team, chaired by a member of the site-based team with the assistance of the building principal, will assess student performance and school effectiveness, set improvement goals, and review instruction and other services in the context of those goals. The team's work will proceed by consensus, and will provide for participation of all constituencies who share interest in the productivity of the school: teachers, administrators, support staff, parents, students (secondary) and community members.

Because the site-based team serves as the school's unit of shared governance and accountability, each school will have a fully constituted team functioning throughout the year. Team members who are elected must make a minimum commitment to serve for two years.

III. Authority and Responsibility

The site-based team is more than advisory in nature. It is a deliberative, decision-making body. The following premises define the parameters within which the site-based team functions:

- The team is charged with the work of school improvement, empowered to make decisions that will strengthen the education provided to students and lead to the highest standards of achievement. The team's work shall be guided by research on school effectiveness and characterized by innovation, restructuring of conventional approaches, and the best professional practice.
- School improvement leadership should emanate from the team as a whole and from its work. However, the productivity of a school cannot be separated from the role of the principal, who retains both the authority and the responsibility for creating an environment that supports instruction.

- a) Parents registering a kindergarten child are eligible for voting for the PTO representative on the site-based team in the building where their child will attend kindergarten. (This clarification will enable parents to not experience a one year delay in the participation of electing PTO representatives to the site-based team.)
- b) Parents of all third grade students entering fourth grade in the fall shall be eligible to vote for the PTO representative on the site-based team of the Intermediate School.
- c) Parents of all fifth grade students entering sixth grade in the fall shall be eligible to vote for the PTO representative on the site-based team of the Middle School.
- d) Parents of all eighth grade students entering ninth grade in the fall shall be eligible to vote for the PTO representative on the site-based team of the High School.

Students- nominated by teachers and selected by principal to serve one year. Student shall be an 8th grader from the Middle School and a junior or senior from the High School.

Comm. members - selected by building team

Support staff - elected by peers under the auspices of the CSEA

All parent, teacher and support staff representatives to the site-based team shall serve two-year terms. The terms of the parent and teacher representatives shall be staggered to ensure continuity. Students shall serve one-year terms. The service of the principal shall be continuous. The length of service for the community member shall be at the discretion of the building team. In the event of a mid-term vacancy of an elected position, an appointment will be made by the appropriate executive board.

SITE-BASED TEAM GUIDELINES

1. Individuals who are candidates for the site-based team should attend at least one workshop or arrange to meet with a representative of the site-based team in advance of becoming a candidate. All members of the site-based team are expected to be knowledgeable and aware of the purpose of the team.

2. At the primary and intermediate levels, there shall be seven members on each team. At the high school and middle school levels there shall be eight members on each team. Membership shall consist of:
 - (1) Principal
 - (2) Teachers
 - (2) Parents
 - (1) Support staff (secretary, nurse, custodian)
 - (1) Students (High School and Middle School only)
 - (1) Community member (business, service group, higher education)

3. Elections for site-based teams shall take place on or before the first site-based team meeting of the school year. Newly elected members shall take their positions effective in September. Members of each team shall be chosen as follows:

Principal -	by position
Teachers -	elected by peers under the auspices of the IFA
Parents -	elected by parents under the auspices of the PTO. Parents of children who are registered or moving from one building to another shall follow the following guidelines for eligibility to vote:

- Each member of the team serves as an equal partner in the team's deliberations, decisions, and activities. Each member should approach the work of school improvement with a sense of ownership for all students, and a commitment to all students' success.

- Once school staff agrees to be elected to the planning team, it is their professional responsibility to carry out the work of school improvement by participating fully in the team's discussions, deliberations, and activities. Participation in the work of the team is a manifestation that staff, as professional educators, pledge their first and primary commitment to the welfare of students.

- The team is empowered to act on behalf of the school when its decisions and actions are consistent with Board policy, legal mandates, PTO By-laws and contractual language. Although the authority of the team emanates from the collective action of its members, the team as a whole has the responsibility to consider and involve individuals and constituencies who will be affected by its decisions, whether or not those individuals are formally represented on the team.

- Recognizing that the empowerment of the team is highly dependent on the stability, knowledge, and interactive skills of its members, individual schools have the responsibility for providing orientation and ongoing training of members and providing all members with District support (particularly parents and students) with access to information individuals need to make informed decisions and participate as equal partners. In the event that a site-based team agrees that training is required, a formal request may be forwarded to the District Management Team. At that time, the District Management Team will review the request and advise accordingly.

- As a measure of accountability, all team meetings are open to members of the school community (except when confidential matters such as personnel are discussed). Team members are responsible to seek input from and report back to the constituencies that they represent on a regular basis (PTO meetings, staff meetings, etc).

IV. Focus of Planning

The essential role and responsibility of the site-based team is to decide how best to improve the education of the school's students, accepting a shared responsibility for the progress of students. Students' progress shall be measured against standards for acquiring specific outcomes, established by the Board of Education and representing the community's expectations for District graduates. At the minimum, the team will undertake a planning process that includes:

- Needs assessment - an analysis of progress (data) which draws conclusions and is the basis of goal setting.
- Goals - projected expectations for students; should be described in measurable terms and address the conclusions reached during needs assessment analysis.
- Strategies - description of meaningful and relevant changes conducive to achievement of goals; should reflect research and best practice methods, and include participation of school staff or teams within a school, and how the strategies will be implemented.
- Monitoring component - description of the school's plans to monitor its progress toward the goals.

- Evaluation - description of the measures which will be used to determine outcomes based on goals. Improvement of student achievement may be evaluated through analysis of disaggregated results using instruments such as: Teacher made examinations; Final course results; Standardized test scores; State test scores; Student portfolios; Retention rate; Participation in co-curricular activities; Employment rate; Drop out rate; Longitudinal studies; Surveys of graduates.
- The school improvement plan shall be submitted to the Superintendent annually.

The focus of the team's work shall be the improvement of student performance, rather than routine school operations. The team is charged to initiate change in the environment and structure of the school, for the purpose of invigorating the school and ensuring its highest productivity.

V. Policy Monitoring and Evaluation

Annually, the Superintendent has the responsibility to review the effectiveness of this policy with the Board of Education. The Superintendent shall develop and from time to time amend administrative regulations to ensure its implementation. The district management team and the Superintendent of Schools shall function as a decision-making and dispute settlement body empowered to make adjustments, changes and modifications in site-based planning practice, procedure, and regulation consistent with this policy. The work shall proceed by constituency consensus. As such adjustments, changes, and modifications are made, they shall be reduced to writing and communicated to site-based planning teams.

The district team shall meet twice a year, with one meeting in the fall and one in the spring

- e.) To support team consensus.
- f.) To be knowledgeable and committed to shared decision-making.
- g.) To assist in building dialogue regarding teams' activities and decisions.

9. Settlement of disputes:

When a dispute exists between parties at a particular building, the Superintendent shall be notified. Upon such notification, the Superintendent will convene a meeting of the district management team. It shall be the responsibility of the district management team to meet with the members of the school team and help resolve the issue.

10. Members of the district management team shall be selected for a two-year term by September 1st of each school year. To ensure continuity within the group, one stakeholder from each group will be elected each year.

11. Compliance with State and Federal Requirements for Parent Involvement

Certain State and Federal programs (eg. Chapter 1, PSEN, special education and occupational education) require parental involvement that exceeds the level of parental involvement described in this plan. In all cases where required parental involvement is greater than that provided in the District plan, that greater involvement shall be the minimum allowed.

IROQUOIS CENTRAL SCHOOLS



SITE-BASED MANAGEMENT PLAN