# 2012 Biennial Review of Shared Decision Making

**CR 100.11**

## Part 1. District/BOCES Information Sheet

<table>
<thead>
<tr>
<th><strong>School District/BOCES:</strong></th>
<th>Deer Park Union Free School District</th>
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</thead>
<tbody>
<tr>
<td><strong>Address:</strong></td>
<td>1881 Deer Park Avenue</td>
</tr>
<tr>
<td></td>
<td>Deer Park, NY 11729</td>
</tr>
<tr>
<td><strong>BEDS Code (12 Digits):</strong></td>
<td>580107030000</td>
</tr>
<tr>
<td><strong>Person Submitting Form:</strong></td>
<td>Kimberly Skillen</td>
</tr>
<tr>
<td><em>(Print or Type Name)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Title:</strong></td>
<td>District Administrator, Secondary Curriculum &amp; Instruction</td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>(631)274-4030</td>
</tr>
<tr>
<td><strong>E-mail Address:</strong></td>
<td><a href="mailto:Skillen.k@deerparkschools.org">Skillen.k@deerparkschools.org</a></td>
</tr>
</tbody>
</table>

## Endorsements Received:

<table>
<thead>
<tr>
<th><strong>Administrators</strong></th>
<th><strong>Signatures:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielle Sheridan</td>
<td>Danielle Sheridan</td>
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<table>
<thead>
<tr>
<th><strong>Teachers</strong></th>
<th><strong>Signatures:</strong></th>
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<tr>
<td>Scott Abrams</td>
<td>Scott Abrams</td>
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<tr>
<th><strong>School-Related Parent Organizations</strong></th>
<th><strong>Signatures:</strong></th>
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<tbody>
<tr>
<td>Donna Elliot</td>
<td>Donna Marie Elliott</td>
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</table>
**Part 2. STATEMENT OF SUCCESS: Required Components**

Boards of education, in collaboration with district planning committees, are to submit a statement of success of the district plan in achieving its objectives. Section 2 provides an opportunity to collectively reflect on the required components of the plan.

For each of the six component areas shown below, check the box for the rating which most closely reflects the agreement of the board of education and the district committee regarding the overall level of implementation for that component of the plan by the Building Teams.

<table>
<thead>
<tr>
<th>COMPONENT AREAS</th>
<th>A. Not Addressed or Not Implemented</th>
<th>B. Inconsistent Implementation and Success</th>
<th>C. Minimal Implementation and Success</th>
<th>D. Moderate Implementation and Success</th>
<th>E. Consistent Implementation and Success</th>
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<tbody>
<tr>
<td>Educational issues Subject to Shared Decision Making</td>
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<td>X</td>
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<tr>
<td>Involvement of All Parties</td>
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<tr>
<td>Means and Standards Used to Evaluate Improvement of Student Achievement</td>
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<td>Accountability for Decisions</td>
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<td>Dispute Resolution Process</td>
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<tr>
<td>Coordination of State and Federal Requirements for Parental Involvement</td>
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<td>X</td>
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</tbody>
</table>
I, __________ John Gouskos ____________________________, President of the Board of
(Print or Type Name)

Education of __ Deer Park __ School District (or BOCES), do assure that the district's (or
BOCES') plan for the participation of teachers and parents with administrators and school board
members in school-based planning and shared decision making was amended at a public meeting
held on _______ June 12, 2012 _____________________________.

(Date)

Electronic submission affirms that the board of education reviewed the district plan previously
adopted and submitted to the Commissioner for approval. The amended plan was adopted at a
public meeting, after consultations with and full participation by the district committee convened for
the purpose of the biennial review as required by CR 100.1(b), (d), and (f), and after seeking the
endorsement of the following representatives of the committee:

- the superintendent of schools (or BOCES district superintendent);
- administrators selected, where represented, by the administrators' collective bargaining
  organization;
- teachers selected by the teachers' collective bargaining organization; and,
- parents (not employed by the district or a collective bargaining organization representing
  teachers or administrators in the district [or BOCES] selected by a school-related parent
  organization(s) or, where no such organization(s) exists, by their peers under a process
developed by the board of education.)

The amended plan incorporates all of the components listed in CR 100.11 (c). As required by CR
100.11 (f) the attached statement of success reflects the six required parts of the plan and the
planning success indicators. The amended plan has been made available to the public, and has
been filed with the local or BOCES District Superintendent.

________________________
Signature, President, Board of Education

June 12, 2012

________________________
Date
MISSION STATEMENT

The mission of the Deer Park School District is to provide each and every student exemplary programs of study within a safe, healthy and nurturing environment. It is our vision that our students will achieve world class skills that will empower them to be highly competitive, successful, thoughtful, productive citizens in our global community.

VISION STATEMENT

With the advent of 21st century technology, we have become a compressed, inter-connective global society. Technological advancements have geometrically accelerated man's acquired knowledge and catapulted him into the 21st century's knowledge explosion. Ever increasing demands are being placed upon our youth to keep abreast of change. Multicultural themes of brotherhood and peace have replaced those of violence and superpower threats of destruction. If we are to survive and prosper as a nation, we must prepare to empower our youth with the necessary skills that will insure their individual and collective success as self-directed learners and productive, interactive citizens.

This vision is shared by the concerned community of the Deer Park School District who are committed to make the necessary sacrifices of time and energy to see it through fruition. Students will be able to thrive in a safe school environment where everyone will demonstrate concern, tolerance and respect for others. It is our goal to reinforce the necessary moral fiber and ethical conduct in our students that will inspire them to become knowledgeable citizens in their community. Each will leave the Deer Park School System with skills that surpass minimum competency requirements regarding reading, math, science, social studies, English and technology. A contributing factor to their academic success has been made possible through the Deer Park School District's establishment of student performance criteria that will periodically monitor their academic careers.

Students will be provided an opportunity to learn at his or her own rate so as to be able to excel above all projected levels of excellence. Not only will they be able to speak and write articulately and effectively, but through higher order critical thinking skills, they will be able to use problem-solving techniques in various fields to qualify and quantify information in making distinctions, value judgments and arriving at logical conclusions or decisions.

Upon graduation, they will take with them the ability to apply skills and scientific concepts to explain their world, find solutions for its problems and suggest improvements in the quality of life. Each will possess the necessary knowledge and skills to become self-disciplined and goal-oriented. Their quest will show they are capable of interacting well and have the ability to work cooperatively with others. These traits will be enhanced by their aesthetic awareness of the visual and performing arts that will help round out their character.

Once they have integrated themselves into society, they will have the capacity to take up contributing positions that actively contribute to community or school service organizations. They will also demonstrate an awareness of how their environment is affected by technology and the nature of economics that impacts on everyday life.

Furthermore, graduating students will exit with life and career planning skills, while acquiring the capacity to develop and maintain personal wellness. These students will be recognized as being healthy in mind, body and spirit. They will be highly sought after in the job market and will reflect the ideals that we at Deer Park hold so highly.
Participation of Parents and Teachers
in School-Based Planning and Shared Decision Making

This plan is designed to meet the requirements of the commissioner's regulation 100.11. This regulation calls for the establishment of Shared Decision Making within individual schools in the district. Our District Plan facilitates the implementation of site-based management utilizing shared decision making. It has been composed by the Deer Park Union Free School District Planning Committee to be used by each school, and has been accepted and approved by the Board of Education.

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With the advent of 21st century technology, we have become a compressed, inter-connective global society. Technological advancements have geometrically accelerated man's acquired knowledge and catapulted him into the 21st century's knowledge explosion. Ever increasing demands are being placed upon our youth to keep abreast of change. Multicultural themes of brotherhood and peace have replaced those of violence and superpower threats of destruction. If we are to survive and prosper as a nation, we must prepare to empower our youth with the necessary skills that will insure their individual and collective success as self-directed learners and productive, interactive citizens.

This vision is shared by the concerned community of the Deer Park School district who are committed to make the necessary sacrifices of time and energy to see it through fruition. Students will be able to thrive in a safe school environment where everyone will demonstrate concern, tolerance, and respect for others. It is our goal to reinforce the necessary moral fiber and ethical conduct in our students that will inspire them to become knowledgeable citizens in their community. Each will leave the Deer Park School System with the skills that surpass minimum competency requirements regarding reading, math, science, social studies, English, and technology. A contributing factor to their academic success is the Deer Park School District's establishment of student performance criteria that will be used to monitor their progress.

Students will be provided an opportunity to learn at their own rate so as to be able to perform above current levels of excellence. Not only will they be able to speak and write articulately and effectively, but through higher order critical thinking skills, they will be able to use problem solving techniques to qualify and quantify information in making distinctions, value judgments, and in arriving at logical conclusions or decisions.

Upon graduation, they will take with them the ability to apply skills and scientific concepts to explain their world, find solutions for its problems and suggest improvements in the quality of life. Each will possess the necessary knowledge and skills to become self-disciplined and goal-oriented. Their quest will show they are capable of interacting well and have the ability to work cooperatively with others. These traits will be enhanced by their aesthetic awareness of the visual and performing arts that will help round out their character.

Once they have been integrated into the community, they will have the capacity to contribute actively to society. They will also demonstrate awareness of how their environment is affected by technology and economics.
Furthermore, graduating students will exit with life and career planning skills, and the capacity to develop and maintain personal wellness. These students will be recognized as being healthy in mind, body and spirit. They will be highly sought after in the job market and will reflect the ideals that we at Deer Park value.

I. The Manner and Extent of Expected Involvement of All Parties.

Site-based groups will decide the time and location of their meetings. Meetings may not take place during the instructional day. Each Site-Based Team will dictate its own attendance and quorum policy. All school configuration of Site-Based Teams may be reviewed on an as "needed" basis.

**School committees - Parent Members:**
The District Planning Team will prepare a flyer that will be posted on the district website. A meeting for all interested parents, those interested in running for committee seats, and others interested in voting for the declared candidates, will be held in order to elect parent Site-Based Team members.

Those seeking office and those voting for the office seekers need not be PTA or PFC members, but must have a child attending the building.

**Faculty Representatives:**
Teachers will send resumes to their building president and the Executive Board and Building Committee will choose the school's Faculty Representatives. This will be open to any interested faculty member.

**Administrators/Supervisors:**
Administrative appointments will be made by the principal. District Administrators and Curriculum Associates may be included as Site-Based Team members, one per building, as administrators.

**Non-Instructional Staff:**
Each school's Civil Service Employees Association and Aides membership will determine the selection process for its own representatives.

**Steering Committee Configurations:**

- **Primary Schools Pre-K-2 (May Moore, John Quincy Adams, Abraham Lincoln)**
  - 1-2 Principals / Principal Designee
  - 3 Teachers
  - 3 Parents
  - 1 CSEA
  - 1 Teaching Assistant
  - **9-10 Total**

  No limit on the number of terms served by a representative. Yearly elections will be held to select team representatives.

- **Intermediate School, 3-5 (John F. Kennedy)**
  - 1-2 Principal / Principal Designee
  - 4 Teachers
  - 4 Parents
  - 1 CSEA
  - 1 Teaching Assistant
  - 2 Students (5th grade, selected by the faculty & principal when deemed necessary by steering committee)
  - **13-14 Total**

  No limit on the number of terms served by a representative. Yearly elections will be held to select team representatives.
Middle School  6-8 (Robert Frost )
1-2 Principals / Principal Designee
4 Teachers
4 Parents
1 CSEA
1 Teaching Assistant
3 Students (1 maroon/1 gray/1 white -by teacher recommendation )
14-15 - Total

No limit on the number of terms served by a representative. Yearly elections will be held to select team representatives.

High School  9-12
1-2 Principals / Principal Designee
4 Teachers
3 Parents
1 CSEA
1 Teaching Assistant
5 Students (by teacher nomination)
15-16 Total

No limit on the number of terms served by a representative. Yearly elections will be held to select term representatives.

II. The Educational Issues Subject to Cooperative Planning and Shared Decision Making

Anything not listed herein may be recommended to the Superintendent or Board of Education.

General Topics
1. Curriculum Development
2. Discipline and Building Climate
3. Evaluation and Accountability
4. Communications
5. Continuing Education
6. Use of Building
7. Committee Ground rules
8. Budget (within allotted amounts)
9. Career Pathways Opportunities
10. Special Education
11. Co-and Extra-Curricular Student Activities
12. Special Building Events

The following must always be kept in mind:

A. The action taken by the Site-Based Team must be for the purpose of improving pupil performance.

B. Site-Based Team actions must conform to district policy, federal and state law, Commissioner's Regulations and contractual agreements and may not adversely affect other buildings. Where possible, waivers may be sought.

C. Site-Based Building Teams are responsible for seeing that there be a completed Mission Statement for their building.
III. The Means and Standards by Which All Parties Shall Evaluate Improvement in Student Achievement.

A. The Site-Based Team will be directed to devise outcomes that reflect improved performance on the part of students.
B. Each Site-Based Team will devise a plan to improve performance and move toward excellence.
C. Upon observing a lack of success, the Site-Based Teams are directed to re-evaluate and modify the strategies employed, when deemed necessary.
D. Standards must be established for all students: mainstreamed, handicapped and intellectually and aesthetically gifted and talented.
E. Methods for assessing growth will be presented by the District Steering Committee for the individual Site-Based Teams to consider.
F. Strategies other than those suggested may also be utilized by Site-Based Teams.

IV. The Means by Which All Parties Will be Held Accountable for the Decisions Which They Share in Making.

The philosophy of the School Base Team is that failure is a process defined not as a lack of success, but a lack of trying.

A. The Board of Education will be accountable and responsible to provide the resources necessary for the success of the plan.
B. The District Planning Team will be accountable and responsible for clear directions and to serve as an ongoing resource.
C. School Base Team members will be accountable and responsible to each other. Individuals will be accountable and responsible to the group they represent as a trustee, not as a delegate.
   1. The group as a whole must work toward improving school tone and appearances, improving pupil achievement, and meeting the standards of excellence as established by the group.
   
   2. The group must also work toward accomplishing the mission of the school and must report on progress, evaluate progress and refine its plan.
   
   3. Site-Based teams will also be accountable for enlisting the active support and awareness of all constituent groups.

V. Dispute resolution process.

Some Suggestions on Handling Conflicts:

1. Commence - hammer out
2. Question - are we hopelessly deadlocked?
3. Clarify - restate issues - both sides.
4. Time Out - postpone or table.
5. Resume - start by restating issues (use a Process Observer)
6. Flex-time - each person must modify his/her position from that held before.
7. Conclude - hammer out until concluded.
8. Are we deadlocked? - Then bring in 3-member team.