



**UNION-ENDICOTT CENTRAL SCHOOL DISTRICT  
1100 East Main Street  
Endicott, New York 13760**

**The Union-Endicott Central School District Plan for Shared  
Decision-Making as required by Commissioner's Regulation 100.11**

**January 1994  
Revised February 2004  
Revised February 2006  
Revised February 2008  
Revised February 2010  
Revised February 2012  
Reaffirmed February 2014  
Reaffirmed February 2016  
Reaffirmed June 2018**

# UNION-ENDICOTT CENTRAL SCHOOL DISTRICT

## MISSION STATEMENT

The mission of the Union-Endicott School Community is to develop students who are responsible, self-directed, lifelong learners.

*The students, staff, parents, and the community encourage learners to develop:*

- *A deeper understanding of self*
- *A respect for others*
- *An understanding of their place in the world community*

Ratified:

\_\_\_\_\_  
*Date*

Board of Education:

John Cornick

\_\_\_\_\_  
*Signature*

Superintendent:

Dr. Suzanne McLeod

\_\_\_\_\_  
*Signature*

Endicott Teachers'  
Association:

Jennifer Stevenson  
Trevor Herceg

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Signature*

Union-Endicott  
Administrators'  
Association:

Josh Gannon

\_\_\_\_\_  
*Signature*

Support Staff:

Andre Mathis, Debbie Burns,  
Jean Scolaro

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Signature*

PTA Council:

Michelle Schneider

\_\_\_\_\_  
*Signature*

## **GLOSSARY (continued)**

**School Community:** includes administrators, community/business members, parents, staff, students, teachers, and other residents.

**School-Related Personnel:** are District employees otherwise known as support staff (transportation, office personnel, custodial and maintenance, etc.).

**School Report Card:** is an annual report prepared by the NYS Education Department containing key information about academic performances in the schools and the district. It contains the results for state tests in language arts, mathematics, science, social studies, and for the secondary level, languages other than English. Also included are other performance measures such as attendance and suspension rates, pupil demographics, and expenditures.

**SDM (Shared Decision-Making):** is a process by which representative stakeholders take a role in the future course of actions to improve the educational performance of all students.

**Stakeholder:** is any person with a vested interest in the school or education plan (teachers, parents, students, administrators, staff, community/business members, or other residents).

**Variance:** is a modification or waiver of provisions of the Commissioner's Regulations. A variable enables a school to implement a program designed to improve educational results.

# **BELIEF STATEMENTS**

## **WE BELIEVE**

- **That education is the shared responsibility of students, family, school, and community, and forms the foundation of an ethical, democratic society.**
- **That each student can learn and is entitled to an equal opportunity to reach his or her potential in an environment that is conducive to learning and fosters success.**
- **That a life-long pursuit of excellence is built upon a foundation of academic success as measured by local, state, and federal assessments.**
- **That education encompasses intellectual, emotional, physical, aesthetic, and social growth.**
- **That the development of character is essential for effective interpersonal relationships.**

## COMMENCEMENT GOAL EFFECTIVE COMMUNICATION SKILLS

- **THINKS** - Exhibits depth of thought through various forms of communication.
- **OBSERVES** – Understands that making careful observations is an essential first step to gathering and weighing information to be shared with others.
- **LISTENS** – Pays attention when listening; is open-minded, and reflects on what is being said.
- **SPEAKS** – Speaks with confidence, knows the subject, and can make oneself understood by others.
- **WRITES** – Produces clear writing and can express a point of view.
- **READS** – Reads proficiently for information, and finds enjoyment in the power and beauty of language.

### THINKS

- K-4** I think about what I learn and what I read.  
**5-8** I spend time thinking about the things that happen to me and around me every day. I make connections among the things that I read, see, hear, and do.  
**9-12** I am able to express myself through various forms of communication. I am self-reflective.

### OBSERVES

- K-4** I learn by watching, listening, and doing.  
**5-8** I watch, listen, and pay attention to discover how information affects others and me.  
**9-12** I understand that I need to be a good observer in order to gather and analyze information to share with others.

### LISTENS

- K-4** I am quiet when others speak, and listen to and think about what others say.  
**5-8** I pay attention to what others have to say, and I analyze what I hear.  
**9-12** I pay careful attention to what I am hearing. I strive to be open-minded as I think about what I have heard.

### SPEAKS

- K-4** I speak clearly so that others can understand me. I practice speaking in front of others.  
**5-8** I practice speaking in front of others. I understand the subject I am speaking about. Listeners can follow what I have to say.  
**9-12** I am confident when I speak, knowledgeable about my topic, and able to make myself understood by others.

### WRITES

- K-4** I use writing and drawing to share my ideas.  
**5-8** I express myself clearly when I write.  
**9-12** I state ideas clearly to help others understand my point of view. I have the ability to state ideas clearly in order to persuade and convince others.

### READS

- K-4** I am learning to read for fun, facts, and information. I enjoy reading. I practice reading at home.  
**5-8** I read for information and for enjoyment. I connect what I read to my life and the lives of others.  
**9-12** I read to learn, to explore ideas, and to become a critical thinker. I read as much as I can for enjoyment.

## GLOSSARY (continued)

**NCLB (The No Child Left Behind Act):** signed into law January 8, 2002, it is the latest revision of the 1965 Elementary and Secondary Education Act (ESEA) and is regarded as the most significant federal education policy initiative in a generation. The overall purpose of the law is to ensure that each child in America is able to meet the high learning standards of the state where he or she lives. The specific goals of the law, as spelled out in the *Federal Register* issued on March 6, 2002, are that all students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014. By 2013-2014, all students will be proficient in reading by the end of the third grade. All limited English proficient students will become proficient in English. By 2005-2006, all students were required to be taught by highly qualified teachers. All students will be educated in learning environments that are safe, drug free and conducive to learning. All students will graduate from high school.

**Parent Teacher Association Council:** is the PTA Executive Council made up of representatives from each school PTA unit.

**Parties:** include Board Advisory Teams, Instructional Leadership Teams, and other shared decision-making teams.

**Professional Development Plan (PDP):** is a statutory requirement for all districts in New York State. The Plan takes into account characteristics of the adult learner. The plan acknowledges that adults have individual learning styles, and outlines possibilities for growth in a variety of venues. It recognizes that adults learn best when they are able to construct their own knowledge, and provides opportunities for collaboration and problem solving. Above all, it endorses the belief that the staff of Union-Endicott is anxious to strive for professional excellence and offers them myriad ways in which to achieve that goal.

**Quality Review:** is the process of assessing school programs, evaluating their effectiveness, and planning for their improvement.

**Race to the Top (RTTT):** a competitive grant program signed into law February 17, 2009 that encourages and rewards States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers; and implementing ambitious plans in four core education reform areas.

## GLOSSARY (continued)

**Continuing Education:** is a program designed to increase the knowledge of the school community stakeholders.

**Curriculum Mapping:** is a procedure for collecting data about the actual curriculum in a school district using the school calendar as an organizer. The fundamental purpose of mapping is to establish and communicate general guidelines for achieving total quality through a focus on student learning and outcomes.

**Exit Exam:** is a curriculum-based exit exam which defines achievement relative to an external standard; it is organized by discipline and keyed to the content of specific course sequences; it signals multiple levels of achievement in the subject. Failing to pass an exit exam has consequences for the student's ability to graduate.

**Graduation Requirements:** are determined by New York State and may be reviewed at <http://www.emsc.nysed.gov/part100/pages/1005a.html>.

**Instructional Leadership Team (ILT):** is a group of teachers and administrators, convened as a Collaborative Instructional team, to engage in curriculum mapping and alignment. They are also charged with communicating their work for review to all stakeholders and to make continuous updates to the multiple components of the maps (e.g. assessments, best practices, resources, etc.).

## COMMENCEMENT GOAL INVOLVED CITIZENSHIP

- **VALUES DEMOCRATIC PRINCIPLES** – Knows how the government of the United States works, values knowing about the past, and is able to understand consequences of the actions of democracy.
- **RECOGNIZES ROLE AS A MEMBER OF THE WORLD COMMUNITY-** Studies local, national and international news events, and understands their implications.
- **PARTICIPATES IN THE SCHOOL AND LOCAL COMMUNITY** – Is a responsible member of the environment in which he or she lives and works.
- **UNDERSTANDS AND RESPECTS DIVERSE CULTURES** – Recognizes that various groups must live and work together within the framework of the community. Has knowledge of a second language.

### VALUES DEMOCRATIC PRINCIPLES

- K-4** I know my President and the symbols of my country. I know there are laws that people have to follow. I know there are national holidays.
- 5-8** I know how the government of the United States works. I value knowing about the past, and I understand that what my country does impacts the future.
- 9-12** I know how the government of the United States works. I also consider the past to be important and understand that what our country does impacts the future.

### RECOGNIZES ROLE AS A MEMBER OF THE WORLD COMMUNITY

- K-4** I am learning about my role in the community, state, country, and the world around me.
- 5-8** I follow local, national and international news events. I understand that what happens in one place often impacts what happens in other parts of the world.
- 9-12** I have studied local, national and international news events and understand their implications.

### PARTICIPATES IN THE SCHOOL AND LOCAL COMMUNITY

- K-4** I help people in my family, my school, and my community.
- 5-8** I contribute my time and my talents to activities that make my school and community better for everyone.
- 9-12** I am an active and responsible member of my school and community.

### UNDERSTANDS AND RESPECTS DIVERSE CULTURES.

- K-4** I know I am both similar to and different from other children. I know that families are the same as mine and different from mine. I treat others like I would like to be treated.
- 5-8** I recognize that people from different countries and cultures must live and work together. I treat others as I would like to be treated. I am beginning to study a second language.
- 9-12** I value cultural diversity. I recognize that people of different backgrounds must live and work together within the community. I have knowledge of a second language and I am interested in other cultures.

## COMMENCEMENT GOAL PERSONAL EXCELLENCE

- **EXEMPLIFIES QUALITIES OF CHARACTER** – Exhibits such strengths as honesty, responsibility, and perseverance.
- **TAKES PRIDE IN ACCOMPLISHMENTS** – Understands that doing well in one’s undertakings is a source of personal fulfillment.
- **PURSUES WELLNESS** – Recognizes the need to maintain physical and emotional health.
- **RECOGNIZES OWN STRENGTHS AND NEEDS** – Realizes one’s own special talents as well as areas in which one can improve.

### EXEMPLIFIES QUALITIES OF CHARACTER

- K-4** I am developing good habits such as being responsible and honest.  
**5-8** I am honest and responsible. I do not give up when I am faced with challenges.  
**9-12** I exhibit strengths such as honesty, responsibility, respect, perseverance, and a sense of humor.

### TAKES PRIDE IN ACCOMPLISHMENTS

- K-4** I follow the rules and do what I know is right. I am happy when I know that I have done my best.  
**5-8** I am proud of the work I do. I always do my best.  
**9-12** I understand that doing well in anything is personally satisfying.

### PURSUES WELLNESS

- K-4** I eat healthy foods, get enough sleep, and exercise/play to stay as healthy as I can. I have close friends and take time to study, work, and play.  
**5-8** I work to have a healthy body and mind. I have close friends and time for both school and play.  
**9-12** I recognize the need for a healthy lifestyle in mind, body, and spirit. I will achieve a balance between work and leisure to improve my quality of life.

### RECOGNIZES OWN STRENGTHS AND NEEDS

- K-4** I am good at certain things and like myself. I know I am special. I know what I do well and what I need to improve. I have a good attitude. I work hard. I care for myself, my family, and my place in the school community.  
**5-8** I know my own special talents; I also know areas in which I should improve.  
**9-12** I accept myself as a unique individual. I use my strengths and work to overcome my limitations. I form, value, and maintain respectful relationships with peers, teachers, and other adults.

## GLOSSARY

**AIS (Academic Intervention Services):** are services designed to help students achieve the NYS learning standards in English Language Arts and mathematics in grades K-12 and social studies and science in grades 4-12. These services include two components: 1) additional instruction that supplements the general curriculum (regular classroom instruction) and/or student support services needed to address barriers to improved academic performance, and 2) the intensity of such services may vary but must be designed to respond to student needs as indicated through state assessment results and/or the district approved procedure that is consistent throughout the district at each grade level.

**Authentic Assessment:** is an assessment which asks students to demonstrate learning in a “real world” setting by means of demonstrations or performances.

**BATs (Board Advisory Teams):** are shared-decision making teams which vary from year to year and examine areas such as Board Policy and Regulation, Facilities and Grounds, School Health & Safety, Finance, Long-Range Planning, Technology, Diversity, and Positive Recognition. BATs share their findings with the Superintendent and the BOE.

**BPT (Building Planning Team):** is one of the shared decision-making groups in each District instructional building. BPTs meet regularly as needed to identify and resolve issues having to do with improving the educational performance of the students at their site.

**CDOS (Career Development and Occupational Studies):** is one of the NYS Learning Standards. It deals with integrated learning, and the mastery of foundation skills and competencies needed for success in the workplace.

**Commencement Goals:** form the exit profile for District graduates. All instruction and interaction with students throughout their academic careers has as its goal to help graduates achieve these attributes and skills

**Consensus:** is the result of a shared decision-making process that generates goals that each member understands, in which each member has had an opportunity to provide input, and which each member can mutually accept and support.

**V. The process by which disputes about educational issues being decided will be resolved at the local level:**

All shared decision-making teams will be oriented on the shared decision making process and will operate by consensus to reach decisions. Decisions may not conflict with existing district policy, civil rights, statutes (state/federal law), Commissioner of Education Regulations, Board of Education Policy, or collective bargaining agreements.

Where disputes or conflicts exist between decisions made by any of the shared decision-making teams and existing policies or regulations, variances must be pursued, after first consulting with the appropriate bargaining unit leaders and the Superintendent. If variances are unacceptable to bargaining unit leaders and the Superintendent, the parties must comply with the established regulations, policy, law, or contract.

Building Planning Teams are responsible to resolve disputes among their members. If they are unable to do so, the teams may request mediation from the Board of Education or its designee.

**VI. The manner in which all state and federal requirements for the involvement of parents in planning and decision-making will be coordinated with and met by the overall plan:**

The involvement of parents in district and school planning and decision-making will in no way countermand any state and federal requirements addressing the same. The regulations for parent involvement in special education, Title I, and other programs will be adhered to as in the past. The Union-Endicott Central School District Plan enhances parent participation in the decision-making process by going beyond the mandates. Parents will be active participants of district and school teams, curriculum and continuing education committees and other shared decision-making teams.

**COMMENCEMENT GOAL  
THE EXPERTISE OF A LIFE-LONG LEARNER/WORKER**

- **SOLVES PROBLEMS-** Offers his or her own solutions, or knows where to go to find answers.
- **IS A TEAM PLAYER –** Cooperates with others in work and at play to achieve a common goal.
- **EXHIBITS A STRONG WORK ETHIC–** Has a good attendance record and exerts consistent effort to complete a task.
- **USES SUCCESSFUL TEST-TAKING STRATEGIES–** Demonstrates a command of knowledge and skill when required to do so for school or job assessments.
- **APPLIES TECHNOLOGY AND DATA TO ACCOMPLISH TASKS–** Employs appropriate methods to access and assess information.
- **PARTICIPATES IN AND VALUES THE ARTS–** Uses the arts to enhance one’s personal quality of life.

**SOLVES PROBLEMS**

- K-4** I am learning how to ask questions and where to go to get help. I can figure out how to answer questions.
- 5-8** I can identify a problem and take steps to work it out. If I cannot do it myself, I know where and how to find assistance.
- 9-12** I enjoy the challenge of solving a problem. I work independently and with others to develop solutions.

**IS A TEAM PLAYER**

- K-4** I work and play with others to do more than I could by myself.
- 5-8** I work and play with others to do more than I could by myself.
- 9-12** I cooperate with others in school, at work, and in recreation to achieve a common goal.

**EXHIBITS A STRONG WORK ETHIC**

- K-4** I follow the class rules. I can make a plan and find different ways to do it, if I believe in myself and work hard.
- 5-8** I have good attendance at school. I use my best efforts to complete school assignments and other responsibilities.
- 9-12** I have good attendance in school and do my best. I fulfill my responsibilities to myself, to my school, and to others.

**USES SUCCESSFUL TEST-TAKING STRATEGIES**

- K-4** I do well on tests by studying. I always do my best work.
- 5-8** I know how to get ready for a test by regularly studying material and by practicing test-taking techniques.
- 9-12** I use self-assessment and other strategies to prepare myself. I adapt and change strategies when needed.

**APPLIES TECHNOLOGY AND DATA TO ACCOMPLISH TASKS**

- K-4** I use technology and data to help me learn.
- 5-8** I know how to use technology to gather data for completing assignments and communicating with others.
- 9-12** I use technology as a research tool to find and analyze information, to expand my understanding of a topic, and as another means to present my own work.

**PARTICIPATES IN AND VALUES THE ARTS**

- K-4** I like my own art and music. I like the art and music other people make.
- 5-8** I use my own artistic talents, and I appreciate the work of others.
- 9-12** I am able to apply skills, concepts, and techniques to create a work of visual or performing art. I appreciate the artistic contributions and performances of others.

Purpose of the Union-Endicott  
Central School District Plan

The purpose of school-based planning and shared decision-making shall be to improve the educational performance of all students in the Union-Endicott Central School District, regardless of such factors as socio-economic status, race, sex, language background, or disability (C.R. 100.11 [a]).

Shared decision-making is a process by which the representative stakeholders take a role in the future course of actions to improve the educational performance of all of our students.

Nothing in this plan will violate or modify:

- Board of Education policy
- Civil rights
- Collective bargaining agreements
- Commissioner’s regulations
- Statutes (state/federal law)

**I. The educational issues that will be subject to the cooperative planning and shared decision-making process:**

The purpose of shared decision-making is to improve the educational performance of students. To achieve this, shared decision-making teams and committees will define issues involved in the development and implementation of the goals and vision of the District parts. Using student outcomes as its driving force, the Board of Education has set Education Goals that are focused on student achievement. These are intended to continuously improve student outcomes and are based upon the areas listed below:

Developing shared belief statements	Identifying/allocating resources,
Collecting/evaluating data	including technology
Aligning BOE/District policies, processes and plans	Integrating literacy, numeracy, technology and CDOS skills
Identifying/refining BOE benchmarks focused on student achievement	Identifying/selecting instructional best practices
Building leadership capacity through the enactment of learning theories	Identifying/developing assessments of accountability
Mapping/aligning the curriculum K-13	Identifying/providing professional development

The goals are pursued by shared decision making teams which are responsible for monitoring the implementation of policies and decisions resulting from their work, as well as communicating their results to stakeholders.

**Guiding Questions**

The work of participating educators will be guided by activities designed to help them answer these questions for districts:

- What are the *most effective areas* of our current program?
- What can we *learn from others* about ways to improve?
- How can we *foster and maintain* systemic and continuous *improvement*?
- How can we *measure and report* our progress within our schools and to the broader community?

**IV. The means by which all parties will be held accountable for the decisions:**

Each individual on a shared decision-making team is expected to:

- Attend meetings regularly
- Participate in team deliberations and decisions
- Support team decisions
- Be well-informed and actively seek information from representative groups
- Respect other stakeholders
- Actively communicate information to his/her stakeholder group.

Each shared decision-making team is expected to:

- Operate by consensus
- Identify and involve stakeholders
- Review the impact of their decisions with stakeholders
- Work within the parameters of the Instructional Improvement/SACI process.

## II. The manner and extent of the expected involvement of all parties:

### Board Advisory Teams (BATS)

- The purpose of the BATS is to provide recommendations to the Board of Education based upon valid reliable research, considerable thought and due diligence directed toward constantly improving student outcomes. The assumption is that the quality of decisions made by the BOE will be enhanced due to increased levels of community involvement.
- The Board Advisory Teams conduct their work across a number of areas as they are identified by the Board of Education. Among the topics that may be considered by these teams are: Board Policy and Regulation, Facilities and Grounds, Equity and Student Achievement, Positive Recognition, Health and Safety, and Technology. BATS may be disbanded or new ones created when the Board deems they are no longer needed.
- Each team will ideally be composed of 12-15 members who represent the following stakeholder groups: The Board of Education, District and Building administration, teaching and support staff, parents, community members, and when and where appropriate, outside experts and high school students.
- The Board reserves the right to alter team membership and stakeholder representation based upon the charge and timeframe of the teams. Constituent group leaders are responsible for recommending stakeholders to the Superintendent for appointment as BAT members. The BOE is responsible for approving candidates to the teams.
- When a member needs to resign from a team, s/he notifies the Superintendent, who will then confer with appropriate stakeholder teams for the name of a possible replacement.

### Instructional Leadership Teams (ILTS)

- The Instructional Leadership Teams are major players in facilitating the ultimate goal of a UE education: to graduate students who can take ownership of their own learning. There is a team devoted to each content area. Each team meets as needed to examine, map, and align curricular and other practices that impact student outcomes. Their work is conducted using the guideposts of National (NCLB) and NYS Common Core Standards and the BOE Benchmarks. The teams seek counsel in their work from teachers and staff, Board of Education members, Building Planning Teams, PTAs and PTSAs and student representatives on various aspects of their work. Each team then makes and promulgates appropriate professional decisions on how to improve student outcomes.
- Members of the ILTs may include administrative staff (Directors and/or principals chosen by the Superintendent), Literacy Leaders, and teaching staff chosen by the Endicott Teachers' Association.

### Building Planning Teams (BPTS)

- Building Planning Teams (BPT) will exist in each of the elementary schools, at the middle school, and at the high school. They will meet regularly to identify and resolve issues having to do with improving the educational performance of the students. The Building Planning Teams will link building efforts to the Instructional Improvement process and the Commencement Goals, and review the instructional process at their site. Building Planning Team members will be oriented in problem-solving techniques and will operate by consensus. The composition of the teams should be:

Principal	Student (Union-Endicott High School/JF Snapp Middle School)
Teachers	Business/community member (optional)
Parent(s)	Other administrators (optional)
School-related personnel	<b>Other members may be included at BPT discretion</b>

- Team membership will be voluntary. Each BPT will determine the length of term of its members. The process for selection will be developed at the building site by:
 

Teachers – Endicott Teachers' Association	School-related personnel –SRP groups
Administrators – U-E Administrators' Association	Student – Student Government
Parent – Parent Teacher Association	Business/community member –BPTs
- Each Building Planning Team is expected to:
  - Review its School Report Card and/or other relevant data
  - Examine building progress using the Instructional Improvement/SACI lens
  - Communicate its findings to the Superintendent and to their representative stakeholder groups

### Other Shared Decision-Making Teams/Committees

- Any other teams established by the District will be constituted and run in a fashion cohesive with the pattern noted above.
- Each shared decision-making team is expected to:
  - Operate by consensus
  - Identify and involve stakeholders
  - Review the effects of their decisions with stakeholders
  - On a regular basis, review progress on the Instructional Improvement process as it impacts the team's area of expertise

### III. The means and standards by which the parties will evaluate improvement in student achievement:

The Instructional Improvement process overarches the development of the District's educational benchmarks. The District's shared decision making teams review pertinent data and make recommendations in this regard to the Board of Education. They take into account such information as:

- Results of standardized and other tests
- Other assessments (for example: portfolios, student projects, authentic assessments)
- School quality performance indicators (for example: attendance, drop-out rate, etc.)
- Periodic surveys of school community attitudes, morale, etc.
- Periodic needs assessments of students, staff, parents, and community

District-wide teams may consult with building teams as they monitor and adjust their recommendations to the BOE concerning District goals and benchmarks.

### The graphic depicts elements of the Instructional Improvement Process

