

**WILSON CENTRAL SCHOOL DISTRICT
WILSON, NEW YORK**



COMMISSIONER'S REGULATION 100.11 PLAN

for

SCHOOL BASED PLANNING

and

***BUILDING LEVEL SHARED DECISION-MAKING
2018***

January 1994
Revised, September 2004
Revised, February 2006
Revised, February 2008
Revised, January 2010
Revised, February 2012
Revised, September 2014
Revised February 2016
Revised May 2018

**WILSON CENTRAL SCHOOL DISTRICT
WILSON, NEW YORK**

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INTRODUCTION

It is essential that people communicate their ideas clearly and effectively within a process that allows for openness and effectiveness. Further, the process must accommodate required follow-through so that ideas may become reality if they are found worthy after careful study, scrutiny and research. The Wilson Central School District believes that excellence in the Twenty-First Century will be accommodated only within an institutional atmosphere which encourages and allows teachers, parents, administrators and other constituencies to work together to improve the teaching/learning process.

Focusing on this belief, the Board of Education authorized the establishment of a District Planning Team to design a School-Based Planning and Building Level Shared Decision-Making blueprint for the District in compliance with Commissioner's Regulation 100.11. This committee was composed of representatives of the Wilson Teachers' Association, District parent organizations, the Wilson Administrative and Guidance Personnel Unit, Non-Instructional employees, the Superintendent of Schools, and the Board of Education. The Planning Team was facilitated by Mrs. Susan Tomaszewski, Orleans/Niagara BOCES Professional Development Center.

This document describes the plan for School-Based Planning and Building Level Shared Decision-Making in the Wilson Central School District. The plan is designed to be dynamic and flexible in nature and will serve to drive the implementation, evaluation and modification of School-Based Planning and Building Level Shared Decision-Making in the total school environment.

The Wilson Central School District CR 100.11 Planning Team expects that the implementation of this plan will change the fundamental ways in which the teaching/learning process is conducted in our schools and that it will "ENABLE ALL TO ACHIEVE PERSONAL EXCELLENCE AND LIFE LONG LEARNING THROUGH CHANGE AND GROWTH OPPORTUNITIES."

In the spring of 2004, the Educational Study Council established a subcommittee to help in the revision of this document.

- For the 2018 Review we revised the Academic Achievement information. This was review with the Superintendent on 3 different meetings.

ACKNOWLEDGMENTS

This blueprint for School-Based Planning and Building Level Shared Decision-Making in the Wilson Central School District is the result of intensive planning sessions held between August 1993 and January 1994. Support for developing this document was provided by Orleans/Niagara BOCES and its Professional Development Center.

The Planning Team gratefully acknowledges the assistance of Mrs. Susan Tomaszewski, O/N BOCES Professional Development Center, who facilitated the development of this plan.

The key human resources in the development of this plan were the following people whose deep commitment to the further incorporation of School-Based Planning and Building Level Shared Decision-Making is appreciated:

PARENTS

Christine DeLuca
Jane Emborsky
Linda O'Connor
Donald Palacios

WILSON TEACHERS' ASSOCIATION

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WILSON ADMINISTRATIVE AND GUIDANCE PERSONNEL UNIT

JoAnn Carpenter
Wallace Goodman
Steven LaRock
Sandra Trauscht

SUPERINTENDENT

Richard Zipp

NON-INSTRUCTIONAL EMPLOYEES

Michael Johannes

BOARD OF EDUCATION

Robert Botzer

Clerical support was provided by Joanne Seefeldt, Secretary, Wilson Instructional Services Department; and Julie Mary Janowski, Secretary, Orleans/Niagara BOCES Instructional Services Department.

PLANNING AND METHODOLOGY

The District Planning Team for School-Based Planning and Building Level Shared Decision-Making was composed of the required four parents representing school-related parent organizations, four Teachers' Association representatives, four Administrative and Guidance Unit representatives and the Superintendent of Schools. This group decided to expand itself as permitted by regulation to include a representative of the Non-Instructional bargaining unit and the Board of Education.

Each member brought to the Team a special expertise and viewpoint from the organizations they represented, along with a commitment to improve education in the Wilson Central Schools.

In accordance with the Regulation of the Commissioner of Education, the District-Wide Planning Team was charged with the development of a plan to implement C.R. 100.11 (School-Based Planning and Building Level Shared Decision-Making).

The Team worked collaboratively, utilizing processes for consensus decisions after gathering and analyzing data and information, and over viewing the regulation.

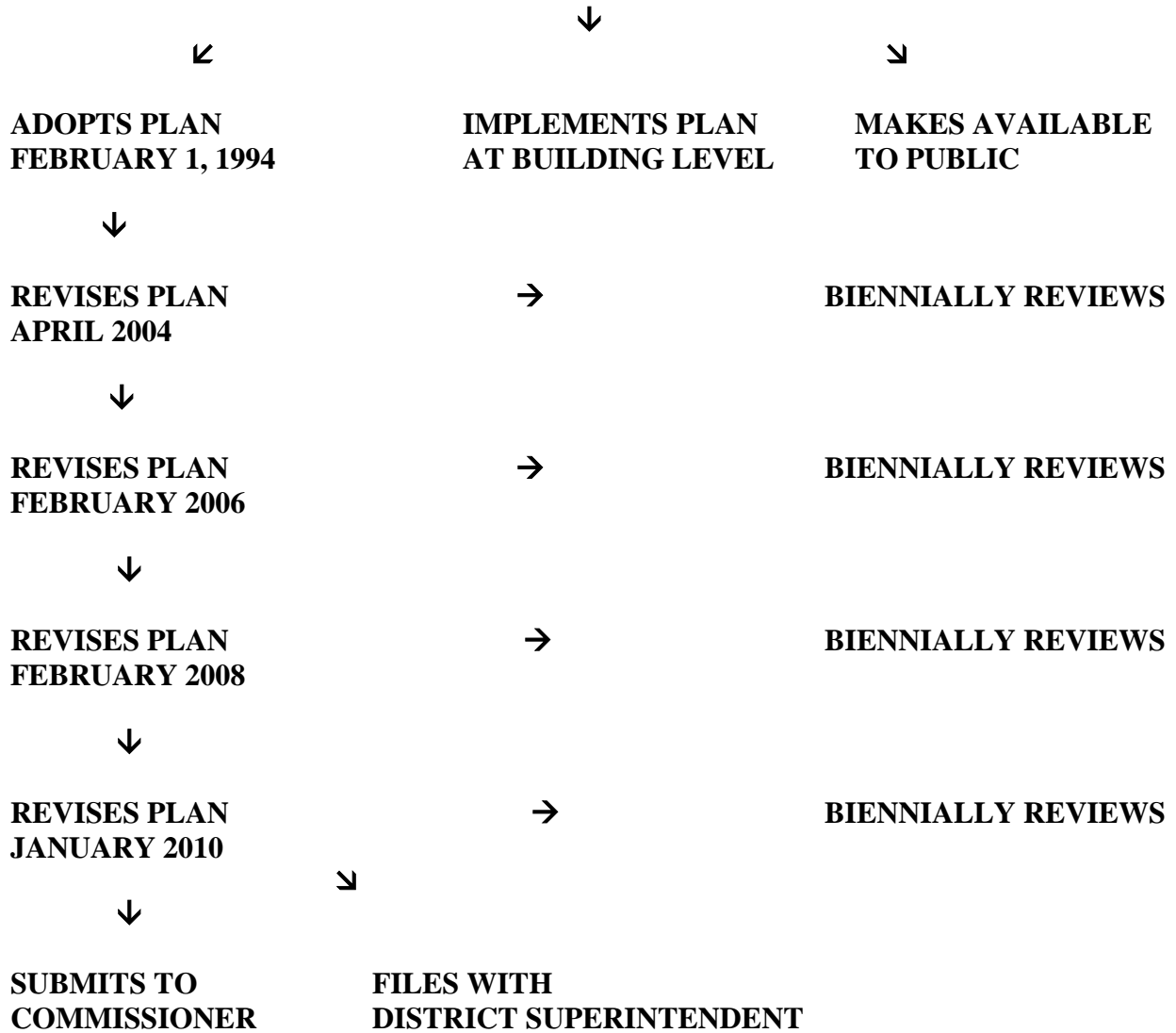
Process used included:

- FIST FIVE for public commitment to a consensus decision.
- PMI for analyzing the Pluses, Minuses, and Interesting aspects before making a decision.
- ROUND ROBIN for small group discussion assuring that everyone's opinion was consistently heard.

It was further agreed that Consensus decisions made at any C.R. 100.11 meeting by those members in attendance would stand, even if all members were not present, as long as there was ONE member from each constituency represented.

REQUIRED IMPLEMENTATION

BOARD OF EDUCATION



APPEAL PROCESS

I. PARTICIPATION

All Building Level Team members are expected to be dedicated to the improvement of the educational process.

Building Level Teams are empowered for input and decision-making as provided herein. No individual building team member is empowered to act with building team authority outside of the team process as established by this plan.

A. BUILDING TEAM COMPOSITION

MANDATORY

One Principal

Three Teachers

(Secondary - one per grade level)

(Elementary - Primary, Intermediate, Curriculum Extension/Special Areas)

Three Parents

At least one member from the Teacher and Parent constituency must be present for a meeting to proceed. No more than the membership numbers outlined may be included in consensus decisions, although additional members from each constituency may attend.

NON-MANDATORY BUT HIGHLY RECOMMENDED

One Non-Instructional

One Business Community

One School Counselor

(One Middle School/One High School)

Two Students

(Two Middle School/Two High School)

- * School Psychologist may be selected as a teacher member
- * Special Education teachers may be selected as curriculum extension teachers at the elementary school level and as grade level members at the Middle and High Schools.
- * A Business representative will serve as an advisor member of the teams at the Middle and High Schools. This member shall have broad based expertise to provide input on what the school needs to do to prepare students for the work world. These members may be representatives of businesses in or outside of the Wilson Central School District.
- * A School Counselor will serve on call in an advisory capacity at the elementary level.

B. SELECTION PROCEDURES

1. Teachers

- WTA Executive Committee will present names of WTA members to serve on building level SDM Committees
- A WTA member vote will be held within each building with selection made by majority rules
- People who work in multiple buildings may vote in each building
- WTA will encourage applications for the position of teacher representative on a building team if need be

2. Parents

- At the Elementary School level, the PTA will send out notices asking for volunteers; nominations will be accepted
- Officers of the PTA will vote to select parent members
- PTA officers will encourage nominations and volunteers
- Building Level Team parent members will be PTA members

- At Middle School Level the PTSA will put out an informational mailing notifying ALL parents that parent volunteers are needed for the building level teams (one Middle School/one High School)
- PTSA, Boosters & Music Club officers will encourage volunteers
- Volunteers will notify at least one of these groups of the willingness to serve
- PTSA, Boosters and Music Club officers will work collaboratively to select three parent Building Level Team members for each SDM Committee utilizing a procedure of their choosing

3. Non-Instructional Members

- CSEA will send out a letter of application for volunteers to all non-instructional staff, including nurses, cafeteria personnel, CSEA members
Nominations will also be accepted
- Nominations and applications will be returned to CSEA
- CSEA officers will vote to select one non-instructional representative for each Building Level Team

4. School Counselors

At the Middle/High School level the school counselors will decide which one school counselor will serve as Building Level Team members with the other(s) serving as alternate(s).

5. Business Community

The Middle/High School Building Level Teams will select a Business advisor member with broad expertise to provide input on what the school needs to do to prepare students for the work world. These members may be representatives of businesses in our outside of the Wilson Central School District.

6. Students

- At the Middle/Senior High School, Student Council Officers will survey the student body for volunteers for Building Level Team membership.
- Applications and nominations will be received by Student Council Officers
- Student Council Officers, with assistance from their advisor, will select two student members for each building

C. TERMS OF MEMBERSHIP

- Principal - permanent membership
- Teachers - will serve two year terms
- Business Community Advisor Members - will be selected by Middle/High School Building Level Teams annually
- Parents - will serve two year terms
- Non-Instructional Members - will serve two year terms
- School Counselors - will serve two year terms
- Students - will serve one year terms, but can serve two consecutive terms, but no more than two

D. ROTATION

Any member replacement due to rotation of team membership will be conducted using the same process as in the initial selection.

E. REPLACEMENT

A replacement member for the remainder of a vacated term will be voted on by the officers of the constituencies they represent.

F. ROLES

Team members will provide input/make decision with accountability to their specific constituencies.

Team members will work with new agenda as INFORMATION items at meeting(s).

Team members will gather input about information items and communicate them to their constituencies.

Team members will work with INFORMATION items as ACTION items at the following meeting(s) after gathering input to make decisions

Team members may decide by consensus to move INFORMATION item(s) to ACTION item(s) on the same agenda

SDM recommendations in need of action by the BOARD and/or the ESC will be presented by at least two members of the SDM, appointed for that purpose, by the SDM

G. OPERATIONAL PROCEDURES

Building Level Teams will use consensus decision making enabling them to speak in one voice and actively support decisions made.

- Building Level Teams will select a Recording Secretary and Facilitator

- The Recording Secretary will keep minutes and other written records to be kept in the school.

- The Facilitator will conduct meetings, guard the meeting process and promote equity.

- The Principal/Facilitator will serve as the Support Person with responsibilities of arranging for meeting rooms, the distribution of minutes and agendas, along with other logistical needs of the Building Level Team.

- Building Level Teams will provide the Recording Secretary of every other Building Level Team in the District, the Educational Study Council (ESC), and the Superintendent with a copy of the minutes of their meeting.

- Roles may be rotated if Building Level Teams elect to do so.

- Building Level Team members will be selected at the end of each school year for the upcoming school year.

- Building Level Teams will meet at least two times per school year. If more meetings are needed this will be determined by consensus.

- Building Level Teams will decide dates, times and places to meet (and other meeting arrangements) by consensus.

II. EDUCATIONAL ISSUES

Building Level Teams may consider issues which are not matters to be decided by the Board of Education and/or covered by policy, law, regulation or contract agreement.

The Board of Education may use the Building Level Teams for input and recommendation on issues that must be decided by the Board of Education according to law, regulation or contract.

These issues are listed as a menu to allow Building Level Teams flexibility to choose and work with those that are pertinent to improving educational performance of all students at the building level.

Decision - Can be made as long as they have no impact in connection with District Policy, Practices, and/or Procedures.

Input/Recommendations may be utilized when decisions have impact in connection with District Policy, Practices, and/or Procedures.

STUDENT DISCIPLINE

Building level teams may recommend strategies to implement the District Code of Conduct at the building level.

Decision - Can be made as long as they have no impact in connection with District Policy, Practices, and/or Procedures.

Input/Recommendations may be utilized when decisions have impact in connection with District Policy, Practices, and/or Procedures.

CURRICULUM AND PROGRAM

Building level teams may recommend strategies that support improving student achievement in alignment with the current NYS learning standards. When such issues are brought to the building team, the following may be areas for input:

- Analysis of Standardized Academic Assessment Results
- Working Cooperatively with other appropriate building teams to gather input for successful implementation of:
 - Report card modifications
 - Grading modifications
 - Program innovations
 - Textbook selections

Decision - Can be made as long as they have no impact in connection with District Policy, Practices, and/or Procedures

Input/Recommendations may be utilized when decisions have impact in connection with District Policy, Practices, and/or Procedures.

STAFFING PROCESS

Building Level Teams may make input/recommendations for a:

- support process for staff except teachers covered in the District Mentoring Program.
Examples of support processes may be:
 - information sharing
 - familiarization with district/building protocol
 - others as the need arises

Decision - Can be made as long as they have no impact in connection with District Policy, Practices, and/or Procedures

Input/Recommendations may be utilized when decisions have impact in connection with District Policy, Practices, and/or Procedures.

SCHOOL CLIMATE/MORALE

Building Level Teams may make recommendations to promote, encourage, and/or improve the following:

- Student Leadership
- Student Responsibility
- Extra Curricular Activities and/or Programs
- School Spirit
- Character Development
- Recognition of Excellence

Decision - Can be made as long as they have no impact in connection with District Policy, Practices, and/or Procedures

Input/Recommendations may be utilized when decisions have impact in connection with District Policy, Practices, and/or Procedures.

PHYSICAL ENVIRONMENT

Building Level Teams may make input/recommendations in the following areas:

- Physical Plant Needs
- Non-Instructional Equipment
- Space Utilization
- Grounds

Decision - Can be made as long as they have no impact in connection with District Policy, Practices, and/or Procedures

Input/Recommendations may be utilized when decisions have impact in connection with District Policy, Practices, and/or Procedures.

PARENTAL INVOLVEMENT

Building Level Teams may make recommendations and/or decisions to provide opportunities for parental involvement in the following areas:

- School/Community Relations
- Classroom Events
- Pre-School Orientation
- Parent/Teacher Conferences
- Parent Education to Support Student Achievement

CONCLUSION

Building Level Teams should refer input/recommendations having district-wide implications to district level groups such as the Educational Study Council, District level administration, or Board of Education. Building level teams should share input/recommendations that have district-wide implications with other building level teams. Building level teams should work collaboratively and communicate their decisions regularly to the other building level teams.

III. STUDENT ACHIEVEMENT

The plan for participation in School-Based Planning and Shared Decision-Making requires that Building Level Teams implement strategies for improvement in student achievement. The assessment tools used in the Wilson Central School District which will support planning and evaluating these improvements are as follows:

Grade Level	Standardized Achievement	NYS Assessments	NYS Alternate Assessments (NYSAA)
K	TPRI/AIMS web		
1	TPRI /AIMS web		
2	TPRI /AIMS web		
3	TPRI /AIMS web	ELA/Math	ELA/Math
4	AIMS web	ELA Math/Science	ELA Math/Science/Social Studies
5	AIMS web	ELA/Math	ELA/Math
6		ELA/Math	ELA/Math
7		ELA/Math	ELA/Math
8	ACT/Explore	ELA, English Science, Math,	ELA, Science, Math, Social Studies
9	None	as per NYS Requirements	
10	ACT/Explore PSAT (Optional) ACT or SAT (Optional)	as per NYS Requirements	
11	PSAT (Optional) ACT or SAT (Optional)	as per NYS Requirements	
12	ACT or SAT (Optional)	as per NYS Requirements	

ACT/Explore

PSAT - Preliminary Scholastic Aptitude Test

ACT - American College Test

SAT - Scholastic Aptitude Test

ELA - English Language Arts

NYSAA-N.Y. State Alternate Assessments

Wilson Central School

22 Units of Credit (minimum)

GRADUATION REQUIREMENTS FOR NEW YORK STATE REGENTS DIPLOMA FROM WCS

4 units	English	Pass English Comprehensive Regents Exam
4 units	Social Studies	Pass Global and United States History Regents Exams
3 units	Mathematics	Pass Algebra Regents Exams
3 units	Science	Pass appropriate Science Regents Exam
1 unit	Second Language	
1 unit	Art or Music	
1 unit	Intro Keyboard/Career & Financial Management	
½ unit	Health	
2 units	Physical Education	
2½ unit	Elective (Courses not required by all students)	

To earn a NYS Regents Diploma with Honors, a student shall achieve an average of 90% in all required Regents Examinations.

GRADUATION REQUIREMENTS FOR NEW YORK STATE ADVANCED REGENTS DIPLOMA FROM WCS

4 units	English	Pass English Comprehensive Regents Exam
4 units	Social Studies	Pass Global and United States History Regents Exams
3 units	Mathematics	Pass Algebra/Trigonometry, and Geometry Regents Exams
3 units	Science	Pass Earth Science and Liv. Env. Regents Exam
3 units	Second Language*	Pass Comprehensive Second Language Local Exam
1 unit	Art or Music	
1 unit	Intro Keyboard/Career & Financial Management	
½ unit	Health	
2 units	Physical Education	
½ unit	Elective (Courses not required by all students)	

*If a student is pursuing a five-unit sequence in art, music, or occupational education, the second language requirement is waived.

To earn NYS Advanced Regents Diploma with Honors, a student shall achieve an average of 90% in all required Regents Examinations.

Name of Test	Type of Test	Grade Level	Time of Year	Administered By	Purpose of Test
PPVT-4 Peabody Picture Vocabulary Test	Individual Test for Receptive Vocabulary	All Kindergarteners	Fall	ELA Coordinator	Assess vocabulary, language skills for reading

TOPA - Test of Phonological Awareness	Auditory Language Assessment	All Kindergarteners All 1 st Graders	Spring Fall	Classroom Teachers	Assess whether children can hear similarities and differences in sounds
Macmillan Reading and Writing Assessments	Reading and Writing	All 1 st -5 th Graders. Kindergarteners take reading only.	Midyear End of year	Classroom Teachers	Assess reading comprehension and writing skills
SRI	Reading Achievement	Grades 1-10	4 x / per year	Classrooms teachers	Provides a list of appropriate titles for reading
TPRI-Texas Primary Reading Inventory	Reading Achievement	K-3	Fall Winter Spring	Classrooms teachers	Assess progress in reading comprehension and fluency
The Critical Reading Inventory	Reading Assessment	Individual new students	As needed	Reading Department	Check/screening for AIS
AimsWeb	Assessment system	K-5	3x/per year	Psychologist Reading and Special education teachers	
Slosson Intelligence Test Revised	Individual Oral Intelligence Test	All new incoming students K-5	As needed	ELA Coordinator	Part of an assessment of reading abilities
WISC-V; Wechsler Intelligence Scales for Children – Fifth Edition	Psychological	5-16 yr olds	as needed	Psychologist	Determine individual cognitive functioning level
WAIS-IV; Wechsler Adult Intelligence Scales – Fourth Edition	Psychological	16 yrs and over	as needed	Psychologist	Determine individual cognitive functioning level
WPPSI-IV; Wechsler Preschool and Primary Scales of Intelligence – Fourth Edition	Psychological	6 yrs and below	as needed	Psychologist	Determine individual cognitive functioning level
(WJ-IV) Woodcock Johnson Tests of Achievement – Forth Edition – Norms Update	Individual Tests of Achievement	K-12	As needed; Spring for CSE students	Psychologist and/or Special Ed. teacher	Assess achievement; monitor progress for appropriate placement and program
TVPS; Test of Visual Perceptual Skills	Non-Motor test of Visual Perceptual Skills	4 yrs -13 yrs	as needed	Psychologist	Assess visual-perceptual strength/weakness

TVPS-UL; Test of Visual Perceptual Skills; Upper Level	Non-Motor test of Visual Perceptual Skills	12 yrs -18 yrs	as needed	Psychologist	Assess visual- perceptual strength/weakness
Bender (Koppitz -2; second edition)	Visual Perceptual Assessment	K-12	as needed	Psychologist	Assess visual- motor perceptual strength/weakness
TAPS-R; Test of Auditory- Perceptual Skills – Revised	Auditory Strength and Weakness	4 - 12 years	as needed	Psychologist;	Assess auditory strength/weakness
TAPS-UL; Test of Auditory-Perceptual Skills: Upper Level	Auditory Strength and Weakness	12 – 18 years	as needed	Psychologist; Speech Pathologist	Assess auditory strength/weakness
TAPS-3 Test of Auditory Processing Skills	Auditory Processing skills/ Speech-Language	4 yrs. – 18 yrs. 11 months	as needed	Speech Pathologist	Assess auditory skills necessary for the development, use and understanding of language
WEPMAN	Auditory Discrimination	4-12 years	as needed	Psychologist	Assess auditory strength/weakness
Visual Aural Digit Span Test	Visual/Auditory Assessment	4-12 years	as needed	Psychologist	Assess visual and auditory modality strength/weakness
Conners' Rating Scales - Revised	Behavioral Rating Scales	K-12	as needed	Psychologist/ Counselor	Assess issues of attention: activity level, etc., using standardized teacher and parent reports
BASC-3; Behavior Assessment System for Children – Third Edition	Behavioral/ Emotional Rating Scales	K-12 (6 yrs - 11 yrs; 12 yrs – 18 yrs; 18 yrs - 25 yrs)	as needed	Psychologist/ Counselor	Assess emotional, behavioral functioning through standardized teacher, parent, and self -reports
BRIEF: Behavior Rating Inventory of Executive Function	Behavior Rating Scales of Executive Function	K – 12; 5 – 18 years	As needed	Psychologist	Assess executive functioning through standardized teacher and parent reports
PAL; Process Assessment of the Learner	Achievement	K-6	as needed	Psychologist	Assess skills in reading and writing
Vineland Adaptive Behavior Scales – Second Edition	Adaptive Behavior Rating Scales	3-18 yrs	as needed	Psychologist	Assess functional levels of adaptive behaviors through standardized teacher

					and parent reports
Brigance	Criterion Referenced Inventory of Achievement	K-9	as needed	Psychologist; Special Education Teacher	Diagnostic basic skills inventory
TOWL-3; Test of Written Language – Third Edition	Achievement	7-18 years	as needed	Psychologist/Teacher	Assess written language skills
CSRPI; Children’s Self Report and Projective Inventory	Emotional	5-12 years	as needed	Psychologist	Assess emotional functioning
CELF-5 Clinical Evaluation of language Fundamentals	Speech and Language	5-Adult	as needed	Speech Pathologist	Determine Language Delay
CELF-Preschool 2	Speech & Language	3-6 years	as needed	Speech Pathologist	Determine Language Delay
PLS-4 Preschool Language Scale 4	Speech/Language	Birth to 6 yrs. 11 months	as needed	Speech Pathologist	Assess language delay/needs
TWF Test of Word Finding	Speech/Language	6 yrs. 6 mos .to 12 yrs. 11 mos.	as needed	Speech Pathologist	Assess word finding difficulties
Goldman-Fristoe Test of Articulation-2	Articulation	3-adult	as needed	Speech Pathologist	Assess progress/determine if there is articulation delay
Goldman-Fristoe Test of Articulation-3	Articulation	3-adult	as needed	Speech Pathologist	Assess progress/determine if there is articulation delay
Arizona-AAPS- Articulation Proficiency Scale - 2 nd ed.	Articulation	2-Adult	as needed	Speech Pathologist	Assess progress/determine if there is an articulation delay
Peabody Picture Vocabulary Test – PPVT-4	Receptive Vocabulary	3-adult	as needed	Speech Pathologist	Assess progress/needs regarding receptive vocabulary skills
EOWPVT-4 Expressive One Word Picture Vocabulary Test	Expressive Vocabulary	3-Adult	as needed	Speech Pathologist	Assess ability to use vocabulary
Language Processing Test-3 elementary	Speech/Language	5 yrs. to 11 yrs, 11 mos.	as needed	Speech Pathologist	Assess language processing/progress and needs
Phonological Awareness Test-2	Speech/Language	5 yrs. to 9 yrs., 11 mos.	as needed	Speech Pathologist	Assess phonological

					processing phonemic grapheme correspondence
Preliminary Scholastic Aptitude Test (PSAT) National Scholarship Merit Qualification Test	Aptitude	Grade 10 & 11	Fall	Guidance Department	1. Prepare for SAT 2. Determines Commended Finalists for National Merit Scholarships
American College Test (ACT)	Achievement	Grade 11-12	11-Spring 12-Fall	Regionally	College Entrance
Scholastic Aptitude Test (SAT)	Aptitude	Grade 11-12	11-Spring 12-Fall	Regionally	College Entrance
New York State Regents Examinations	Achievement	Grades 9-12	January June August	Teachers	Measure Achievement in Individual Courses
Riley Stuttering Severity Instrument-Revised-3 rd ed.	Speech/Language	2 yrs. to adult	as needed	Speech Pathologist	Measures Stuttering Severity
TOPL-Test of Pragmatic Language	Speech/Language	5 yrs. to 13 yrs.	as needed	Speech Pathologist	Assesses Pragmatic Language
EVT-Expressive Vocabulary Test-EVT-2	Expressive Vocabulary	2 yrs. Adult	As needed	Speech Pathologist	Assesses Expressive Vocabulary
CAAP-Clinical Assessment of Articulation and Phonology	Articulation and Phonology	2yrs-9 yrs.	As needed	Speech Pathologist	Articulation and Phonology

IV. ACCOUNTABILITY

Building level teams are accountable in the following areas:

1. Accountability to the Building Level Team Members:

Individual Building Level Team members shall demonstrate their constituency group's accountability to the Shared Decision-Making Team through the commitment and seriousness of purpose they bring to the functioning of the team. Such functions include:

- attendance at meetings
- punctuality
- open and honest participation
- constructive and creative problem solving

2. Accountability to constituency groups

Individual Building Level Team members are elected/selected and report to their respective constituencies as outlined in Section I. Participation

3. Accountability to the implementation of the Plan:

Individual Building Level Team members shall demonstrate their constituency group's accountability to the plan by their dedication to the common set of goals and objectives and sincere commitment to the implementation of specific decisions made.

V. CONFLICT RESOLUTION

- Building Level Teams experiencing an unresolved conflict will submit a completed Conflict Resolution Form to the Superintendent.
- Within 10 working days, the Superintendent will assign, from a group of people trained in Conflict Resolution, a facilitator to assist the Building Level Team(s) in resolving the conflict.
- The Conflict Resolution Facilitator's role will be that of a broker who will use problem solving strategies to assist the parties in finding their own creative solutions. Imposing resolutions on a Building Level Team is usually counterproductive, but may be a last resort for the Facilitator.
- If the conflict remains unresolved, it will be submitted to the Superintendent for disposition by the Board of Education within 45 working days.

WILSON CENTRAL SCHOOL DISTRICT
WILSON, NEW YORK

DATE SUBMITTED _____

DATE RECEIVED _____

(Superintendent)

DATE RECEIVED _____

(Facilitator)

**SCHOOL BASED PLANNING AND
BUILDING LEVEL SHARED-DECISION MAKING**

CONFLICT RESOLUTION FORM

NAME: _____

BUILDING: _____

TELEPHONE NUMBER: _____

REPRESENTING (TEAM, ORGANIZATION, GROUP): _____

NATURE OF THE CONFLICT, COMMENT: _____

BACKGROUND AND EXPLANATION OF THE CONFLICT: _____

THE CONFLICT RESOLUTION FACILITATOR WILL INITIATE INVESTIGATION OF THE CONFLICT NOT MORE THAN 15 DAYS FROM THE DATE OF HIS/HER RECEIPT OF THIS FORM UNLESS A LONGER PERIOD OF TIME IS AGREED TO BY THE BUILDING LEVEL TEAM.

EXPLANATION OF RESOLUTION: _____

DATE OF RESOLUTION: _____

VI. PARENTAL INVOLVEMENT

Building Level Teams will abide by all state and federal regulations as they pertain to parental involvement and will seek input from parents and or parent groups when appropriate.

Appendix

District Shared Decision Making Team

Role of the District Shared Decision Making Team

The District Team's role in shared decision making is to provide top down support for bottom up reform. This plan provides a process for site-based management that calls for Shared Decision Making to the greatest extent possible.

District Support Team Responsibilities:

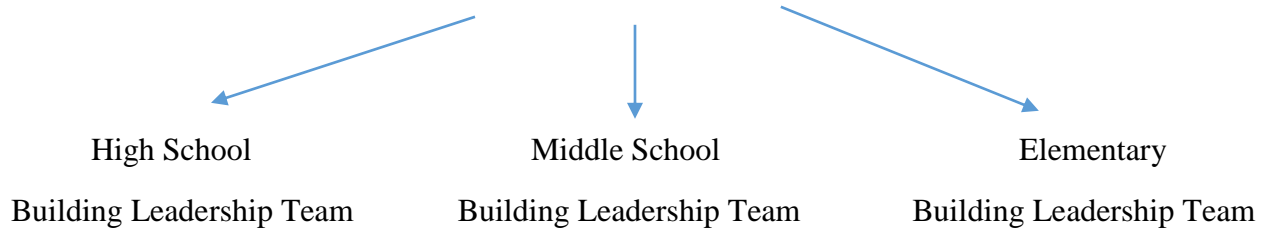
- Ensure that progress occurs in the achievement of the district's mission statement
- Support and monitor the implementation of the Shared Decision Making Plan within the district
- Address issues that affect all buildings at the district level.
- Assist in conflict resolution at all levels of shared decision making
- Review and revise (if needed) the Shared Decision Making Plan every two years
- Facilitate an ongoing network of communication among the district team, building teams, training cadre and stakeholder groups.
- Facilitate technical assistance and guidance to building teams regarding functioning via the training cadre.
- Review Building School Improvement Plan consistent with the Plan for Participation, including Building team submissions of Procedural Guidelines and School Improvement Plans.
- Continually promote awareness, interest and support for shared decision making.

Members include a minimum of:

- (1) Superintendent or Designee
- (4) Building Administrators – one from K-5, two from MS/HS and Central Office.
- (3) Teachers -one from each level: Elementary, Middle School and high School.
- (3) Parents- one from each level: Elementary, Middle School and high School.
- (1) Community member
- (1) Board of Education member
- (1) Special Education representative
- (1) Technology Facilitator
- (2)-Non-Instructional- Aides and custodial
- (1) High School student

Basic Committee Structure

District Level Team



6/12/18