

Madison-Oneida BOCES
Excellence & Accountability Program (E&AP)
Planning Document

Table of Contents

- I. Mission Statement and Standards of Excellence
- II. Background
- III. Purpose of the E&AP Planning Document
- IV. BOCES E&AP Central Planning Committee
 - a. Purpose
 - b. Membership
 - c. Operations
 - d. Communications
 - e. Educational Issues for Shared Decision Making
- V. Divisional E&AP Teams
 - a. Purpose
 - b. Membership
 - c. Operations
 - d. Communications

I. Madison-Oneida BOCES Mission and Standards of Excellence

Mission Statement

The Madison-Oneida BOCES cooperatively and responsibly provides educationally focused programs and services which enable learners to excel.

Standards of Excellence

Collaboration

Madison-Oneida BOCES programs and services are planned, delivered, and evaluated in collaboration with participants.

Outcomes

Madison-Oneida BOCES programs and services supply participants with the means, knowledge, or opportunity to achieve their educational goals.

Resources

Madison-Oneida BOCES programs and services use all resources efficiently and effectively.

Anticipation

Madison-Oneida BOCES anticipates emerging educational service needs and develops programs and services to address these needs.

II. Background

In the spring of 1989, Madison-Oneida BOCES sought and gained approval from the New York State Education Department to participate in the Excellence and Accountability Program. The BOCES participated in the pilot project as a part of a consortium of districts which included all nine component school districts and the New York State School for the Deaf. In addition to assisting these institutions, BOCES also established an internal process to improve its programs and practices consistent with the Compact for Learning. Although BOCES has engaged in a number of projects to train staff and to improve student outcomes, these efforts are conducted and monitored within the context of the Excellence and Accountability Program - the Madison-Oneida BOCES Program Improvement Initiative.

A core team of teachers and administrators - the BOCES E&AP Planning Team - was established to define the Madison-Oneida BOCES Mission and Standards of Excellence. These were validated through an extensive survey of stakeholders across the region. Program improvement teams were established for the Alternative & Special Education Programs, Career & Technical Education Programs, Early Childhood Programs and Adult and Continuing Education Divisions. These teams have developed student outcomes and program improvement plans. Their plans and the status of their implementation have been reviewed annually by the Madison-Oneida BOCES Board of Education since the 1991-92 school year.

The annual reviews of the plans and status of their implementation are made by the program improvement teams directly to the Madison-Oneida BOCES Board of Education. This annual review process serves to connect policy makers directly with the front line faculty and staff. Through this process the questions of accountability and student progress reporting are being identified and addressed.

III. Purpose of the E&AP Planning Document

This document outlines the Madison-Oneida BOCES Program Improvement Initiative and serves as a guide to the Shared Decision-Making process in this BOCES under the exemption provided in Commissioner's Regulation 100.11.

Every school board and board of cooperative educational services must have in place a district plan for the participation of by teachers, parents, and administrators in school-based planning and shared decision-making (8 NYCRR 100.1(b)).

This document includes information about the BOCES-wide E&AP Planning Committee/Shared Decision Making process and "outline(s) both the creation of the school-based (divisional) shared decision making teams and details those educational issues on which the teams are to provide input."

IV. BOCES E&AP Central Planning Committee

a. Purpose

The purpose of the BOCES E&AP Central Planning Committee is to develop and biennially review the BOCES plan for the participation by teachers and parents with administrators and board members in school-based planning and shared decision making.

b. Membership

NYS Law dictates that the district-wide committee (in this case, the BOCES E&AP Central Planning Committee) is comprised of the superintendent of schools, administrators selected by the administrative bargaining organization(s), teachers selected by the teachers' bargaining organization(s) and parents selected by the school-related parent organization(s). Where there are no collective bargaining organizations or school-related parent organizations, teachers, administrators and/or parents shall be selected by their peers in the manner prescribed by the BOCES (8 NYCRR 100.11(b)).

Accordingly, the BOCES E&AP Central Planning Committee membership will be comprised as follows:

Participants	Method of Selection
A. Parent(s) – 1 or more, representing: Alternative & Special Education Career & Technical Education Early Childhood Adult & Continuing Education	Recommendation of respective divisional E&AP teams
B. Teachers – 3 or more, representing: Alternative & Special Education Career & Technical Education Early Childhood Adult & Continuing Education	Divisional E&AP teams will make recommendations to the Teachers Association for approval for existing E&AP team members or others.
C. Administrator	Recommendation of District Superintendent
D. Assistant Superintendent	Permanent Assignment
E. District Superintendent	Permanent Assignment

c. Operations

Meeting Schedule

The E&AP Central Planning Committee will meet at least biennially.

Decision Making

For all decisions, BOCES and the E&AP Central Planning Committee will strive to reach consensus. Should consensus not be reached, the team will table the decision to allow time for additional thought and collection of information from stakeholders. Depending on the circumstances, the additional time and information may enable the team to reach consensus.

Authority of the E&AP Central Planning Committee

Areas of decision-making that currently require the approval of the BOCES Board shall continue to require BOCES approval. E&AP Central Planning Committee decisions in these areas will be recommended to the BOCES Board.

This plan does not supersede mandated involvement (e.g., district requests for service, Committee on Special Education membership), nor does it abrogate previous commitments made with associations and management.

The Board of Education may not delegate certain, required duties such as: budget development, course of study, instructional programs, school reorganization, or teacher tenure among others to the E&AP Central Planning Committee.

The Board of Education is not required to obtain the approval of the E&AP Central Planning Committee before implementing a decision.

Roles

The Assistant Superintendent for Instruction will serve as facilitator.

d. Communications

Communication strategies include:

- Using the Assistant Superintendent for Instruction to report to the BOCES Board and the directors on E&AP issues;
- Seating E&AP Central Planning Committee members who also serve on divisional teams and who can report on divisional team activities and experience; and
- Encouraging the District Superintendent to maintain an administrative focus on E&AP.

e. Educational Issues for Shared Decision Making

The educational issues that will be subject to cooperative planning and shared decision making at the building (division) level will include:

STUDENT PERFORMANCE NEEDS AND PROGRAMMING

- Review and analyze student learner performance data
- Make recommendations to enhance and improve student performance

V. Divisional E&AP Teams

a. Purpose

Shared decision-making and the E&AP process emphasize both the involvement and meaningful participation of administrators, teachers, and parents in endeavors that relate directly to the improvement of student performance. These divisional E&AP teams might consider a range of issues related to STUDENT PERFORMANCE NEEDS AND PROGRAMMING, such as mission statements, school schedules, grouping for instruction, the allocation of discretionary resources, and links with community organizations.

b. Membership

“According to the Commissioner’s regulations, school-based committees engaged in shared decision making at the building level are to be composed of administrators, teachers, parents, and others at the discretion of the school board or board of cooperative educational services (for example, students, support staff, or community members) (8 NYCRR 100.11(c)(1)).”

Each divisional E&AP team will ensure proper representation, including representatives of instructional staff, support staff, parents, community members and employers, administrators, and, as appropriate, students.

Each divisional E&AP team will establish procedures for selecting new members by May 1 of each year, and for replacing members who must withdraw within the course of the year. The plan will answer these questions:

1. How will new members be selected?
2. How does this procedure ensure that members represent all constituencies (i.e., various buildings or programs within a division)?
3. How many members will be added or replaced each year?
4. How long will each member serve? Are successive terms permissible?
5. What orientation will be given to new members?

c. Operations

Each divisional E&AP team will document operations so that all stakeholders can understand the functions and responsibilities of the team, including understanding how to gain access to information and potential membership. These plans will be submitted to the Assistant Superintendent of Instruction annually.

1. What is the structure of the planning team and any sub-teams (i.e., program teams, site teams, divisional teams)?
2. How will the team's facilitator be selected?
3. Do the facilitator and the divisional (building) administrator co-chair the team?
4. What are the responsibilities of the facilitator and the administrator?
5. How are group decisions made?
6. What resources are needed to operate the team?

Authority of the Divisional E&AP Teams

The Board of Education may not delegate certain, required duties such as: budget development, course of study, instructional programs, school reorganization, or teacher tenure among others to the divisional E&AP teams.

While divisional E&AP teams may provide the Board of Education with information and opinions, regulations do not require the Board to obtain the approval of a divisional E&AP team before implementing a decision.

d. Communications

Each of the divisional E&AP teams will present one report during the year.

The report will be an annual report presentation at a regular Board of Education meeting and will include goals, milestones, challenges and data related to the most recent academic year.

BOCES Response to Annual Reports

The Board of Education and/or the BOCES leadership may prepare a written response to each annual report presentation. These responses will be submitted to the Divisional E&AP teams within thirty days of the presentation of the annual report. The responses may include:

- Reactions to the reported progress in achieving each outcome
- Questions about the plan's outcomes and activities
- Evaluation of the quality of the presentation
- Assessment of the appropriateness of the direction the plan is taking
- Reactions to the resource needs and allocations as justified in the plan