

**WEST HEMPSTEAD UNION FREE SCHOOL DISTRICT**  
**West Hempstead, New York 11552**

**DISTRICT PLAN**

**SHARED DECISION MAKING**

**Re-Certified by District Coordinating Committee on January 31, 2008**  
**Re-Certified by the Board of Education on February 26, 2008**

**DISTRICT COORDINATING COMMITTEE  
DISTRICT ADVISORY TEAM**

**The West Hempstead School District has a strong commitment to the participation of parents and teachers in school-based planning and shared decision making. The following personnel were instrumental in the re-certification of this Shared Decision Making Plan.**

<b>Stephanie Acosta</b>	<b>Parent, Middle School</b>
<b>Joseph Cirigliaro</b>	<b>Principal, Middle School</b>
<b>Toby Daempfle</b>	<b>Director, Science Department</b>
<b>Josephine DiMarco</b>	<b>Parent, George Washington School</b>
<b>Maria Eberhardt</b>	<b>Support Staff, High School</b>
<b>Walter Ejnes</b>	<b>Parent, Middle School</b>
<b>Mary Keating</b>	<b>Director, Chestnut Street School</b>
<b>Carole Kralstein</b>	<b>Special Education Teacher, High School</b>
<b>Tom Lee</b>	<b>Principal, High School</b>
<b>Timothy Leitch</b>	<b>6<sup>th</sup> Grade Teacher, Middle School</b>
<b>Edna Messina</b>	<b>1<sup>st</sup> Grade Teacher, Cornwell Avenue School</b>
<b>Diego Moncilla</b>	<b>Parent, High School</b>
<b>Ann Peluso</b>	<b>Assistant Superintendent</b>
<b>Paul Selhorn</b>	<b>5<sup>th</sup> Grade Teacher, George Washington School</b>
<b>Jeannine Solarino</b>	<b>Kindergarten Teacher, Chestnut Street School</b>

**The District Shared Decision Making Plan shall be reviewed biennially. The next modification and review shall take place during the 2009-2010 school year.**

## **WEST HEMPSTEAD UNION FREE SCHOOL DISTRICT**

### **DISTRICT PLAN FOR IMPLEMENTING SHARED DECISION MAKING**

In accord with the Commissioner's Regulation 100.11, the West Hempstead UFSD Board of Education created a District Planning Committee (DPC) for the purpose of recommending to the Board a District Plan for the implementation of shared decision making (SDM) in each building in the district.

The Commissioner's Regulation requires each school district's Board of Education to develop and adopt a plan for the "participation by parents and teachers with administrators and school board members" in school-based planning and shared decision making by February 1, 1994. In order to meet the regulation and move forward with this key element of The New Compact for Learning, the District Planning Committee is hereby presenting this plan to the Board for consideration.

## **PURPOSE OF THIS DOCUMENT**

Shared decision making is a process designed to involve individuals responsible for implementing decisions in actually making those decisions. Those who are “closest to the action” in schools – principals, teachers, support staff, parents, students and the community members – are provided with a greater share in decision making about educational issues.

The broad purpose of shared decision making is to improve schools in a framework of trust and collaboration between the various stakeholders that make up the “school community.” Principals, teachers, support staff, parents, students and community members are involved in significant decisions about their schools. The process provides an opportunity for collaboration in decision making and for shared responsibility for improvement at the school level.

There is no one, “best” way to implement shared decision making. Within State mandates, districts may chose to design their SDM process differently based on their understanding of the needs of the students, existing school programs, the staff, the community, existing mechanisms for collaborative decision making, etc.

The District Planning Committee was charged with the responsibility of recommending to the Board a comprehensive plan for implementing shared decision making in the District. The planning team participated in workshops and work sessions during which they weighed alternative design options for implementing shared decision making. This plan represents the planning team’s recommendations.

The District Planning Committee recognizes that the features of the proposed plan are a start; they represent design choices that we believe will work for the district in the initial stages of implementing building teams. Our concern at this stage is to create an appropriate foundation for the SDM process. Over time, as the teams mature and demonstrate their capacity to operate effectively, we anticipate that the features of the plan will be modified and broadened (e.g., the areas of team authority). We also recognize and affirm the need to conduct annual evaluations of the implementation of this plan, to modify and adjust the design to best meet the goals of the SDM process.

## FOCUS OF SDM

“Focus” is designed to provide building teams with a direction in their decision making. It represents the teams’ purpose – their reason for existing. Operationally, the focus of SDM provides building teams with decision criteria. All else equal, when considering alternative decisions or actions, the Building Teams will select the alternative most likely to attain the stated focus of the process.

The focus of SDM in West Hempstead is on the attainment of the District’s Mission:

We affirm the uniqueness of each of our students, and we will endeavor to assist them in developing their potential in a safe and secure environment. We will strive to impart the knowledge, skills, and habits necessary for our students to become productive, responsible citizens in our democratic society.

The West Hempstead School District is committed to providing its students with quality educational programs aimed at promoting:

- Strong academic and cognitive thinking skills.
- The necessary vocational and cultural foundation to be successful in our modern technological society.
- The ability to work with others while maintaining the ability to be creative, independent thinkers and learners.
- A commitment to lifelong learning, high personal standards and a strong work ethic.
- The personal management skills needed to enable them to set goals, make decisions, solve problems and adapt to change.
- The knowledge, skills and attitudes necessary to maintain physical, emotional and mental health.
- A respect for diversity, and an understanding of the individual’s role and responsibility in the local and global communities.
- A sense of self-discipline, self-respect, self-reliance and high self-esteem.

The SDM process is future-oriented. Rather than focusing on day-to-day operational problems that might exist, it is the responsibility of the SDM Teams to consider the needs of students into the future. On an annual basis, the Teams will develop objectives designed to address the issues which represent significant opportunities for the school to make the Mission more of a reality.

In recognition of the fact that issues may arise of great importance to a school that would best be dealt with by a representative group of stakeholders, the SDM Team may, from time to time, engage in problem-solving activities on an “as needed” basis. This activity should not detract significantly from pursuit of the Team’s annual objectives.

## TEAM AUTHORITY

The goal of the SDM process is to empower teams to develop creative methods of improving a school's programs, practices and services to facilitate the process of attaining the Mission. The judgment of the individual teams in selecting which areas to focus on and in creating, implementing and evaluating thorough action plans to address their objectives will be respected.

SDM Teams will have the responsibility and authority to address issues, problems and practices that affect their school. Areas of SDM team authority include, but are not restricted to:

- Parent volunteers in the school
- Facility use, safety and the physical school environment
- Relationships with parents and the community
- School communications
- Enriching existing curriculum and programs
- Internal school calendar and schedules
- School discipline
- Attendance policies
- Homework policies
- Report cards/assessment policies
- Field trips

This list is illustrative, and is not meant to be a “laundry list” of issues that each team must address. However, the District Planning Committee recommends that building teams begin with relatively small, “achievable” issues in the earlier stages of their existence, both to build experience with the SDM process and to address long-standing topics of concern in the building.

On occasion, building teams may feel that the most appropriate way to promote the Mission involves an action that goes beyond their normal authority. Decisions and actions that fall beyond the normal authority of the team will be presented by the team for approval by the Superintendent. (See Approval Process for Recommendations). The Team will expect timely consideration of its recommendations, as well as feedback concerning the disposition of the recommendation.

## **LIMITATIONS ON BUILDING TEAM DECISION MAKING**

The decisions and recommendations of Building Teams may have far-reaching effects. The decisions of the Building Teams have the same limitations as decisions of individual decision makers in the district. In order to coordinate team activity and ensure consistency with existing structures:

- Decisions and actions of the building teams cannot supersede provisions of an existing collective bargaining agreement or bypass the grievance process available under an existing agreement.
- Decisions and actions of the building teams cannot violate federal, state, or district policies/regulations and/or practices, including all requirements for the involvement of parents in planning and decision making.
- Decisions and action of the building teams should consider current research and understanding of best practice.
- Decisions and actions of the building teams will respect academic freedom.
- Decisions and actions of the building teams cannot commit a department, unit or school to some action without its prior knowledge, involvement and approval.

Within these guidelines teams are encouraged to be innovative and to consider primarily what they feel will work best for their students.

To allow the teams the greatest possible latitude in their decision making, they are encouraged to consider recommending that the district apply to the State Education Department to seek authority to institute a practice that departs from State mandates. (Such an application would be processed as a recommendation through the Superintendent's office).

The Process for Approval of Recommendations provides a way for building teams to seek a waiver from district mandates, and the building teams may seek a one-time, non precedent setting waiver of a provision of an existing labor agreement from the parties to the agreement.

## DECISION MAKING

Teams will engage in the following cycle of activity to develop annual objectives and action plans that describe the improvements they are going to implement to better ensure the attainment of the mission:

- Teams will examine educational issues suggested by the mission, and develop objectives to address the issues that team members feel represent significant opportunities for the school to attain the mission.
- The teams will concentrate on one or more priority areas for the year and set objectives for improvement in these areas.
- The teams will research possible courses of action, and develop action plans that spell out in detail how they are going to create improvements on these issues. These plans should include a consideration of the costs required to facilitate the plan.
- The teams will implement the action plans, evaluating both the implementation process and their progress in achieving their objectives.

Building Teams will use a structured decision making process that ensures all members have an equal voice in decisions and that all members have equal decision making power. Decisions shall be made by Consensus of members present at team meetings. Consensus means that each member can state:

- I can live with the decision.
- I understand the decision; it is clear, concrete and specific.
- I had an opportunity to be involved in the decision.
- I will support the decision and do what I can to make it work.

Each team will determine what a quorum represents for the purpose of conducting its activities, and what a quorum represents for the purpose of achieving a consensus decision.

## CONFLICT RESOLUTION

Teams will make a good faith effort to achieve a consensus on all decisions. If the team determines that it cannot achieve a consensus on a decision, they will use the following process to resolve the decision:

They will postpone the decision and schedule a time to return to it. In the intervening period, members may collect any information that might assist the team in resolving the conflict, including discussing the matter with stakeholders. A subcommittee may be formed to develop options to resolve deadlock.

If there is no externally imposed deadline on the decision and a consensus still cannot be reached, the team will go on to another issue.

If a decision must be made by an externally imposed deadline, and the team cannot achieve a consensus, the person or persons who would otherwise have made the decision prior to the existence of the team will make the decision and will be accountable for the decision. SDM team members will have an opportunity to provide input to the decision maker before a final decision is made.

## **APPROVAL PROCESS FOR RECOMMENDATIONS**

Decisions exceeding the building team's authority or that affect other schools or other areas of district activity can be formulated into recommendations to be presented to the Superintendent. The following guidelines apply to the development and submission of recommendations by the SDM team:

The SDM team should prepare materials and documentation to support the recommendation. The materials should clearly state:

- The issue the recommendation is meant to address
- The recommendation
- How the recommendation will address the issue
- How and why this recommendation was selected
- Who will be affected by the recommendation
- The projected cost of implementing the recommendation

Where appropriate, the materials should include an action plan (see Appendix A for sample format) for implementing the recommendation that provides a schedule, a list of resources required to implement the recommendation, and a plan for evaluating the impact of the recommendation.

Recommendations are submitted to the Superintendent. The building teams should understand that approval may or may not be granted. The building teams should understand that the Superintendent may have questions about the recommendations and may propose amendments to them. The building teams should be prepared to answer the Superintendent's questions, provide additional information if requested and confer with the Superintendent about proposed site based team recommendations.

The following guidelines apply to the Superintendent's consideration of the building team's recommendations:

- The Superintendent will carefully review and give full and open consideration to any recommendations.
- The Superintendent will respond to the building team's recommendations in a timely fashion.
- The Superintendent will provide feedback concerning the disposition of a recommendation, including an explanation for the refusal of any recommendation.
- The Superintendent agrees not to modify recommendations without involving the building team.

The recommendation process is meant to establish a dialogue. In situations where the Superintendent could not approve a recommendation, the building team will have the right to develop a response which addresses the concerns raised by the Superintendent, and to have that response treated as a new recommendation. This process does not eliminate present District policies, regulations and practices.

## **BUILDING TEAM COMPOSITION**

The building teams in the elementary schools shall consist of:

- The building principal
- One director
- Three teachers
- Three parents
- One representative of the building support staff (custodial staff, monitors, teaching assistants, secretaries, school nurse)
- One representative of the community at large

The building team in the Middle School shall consist of:

- The building principal
- One director
- Three teachers (with the hope that it be one core teacher; one teacher representing exploratory areas; one teacher representing special education/pupil personnel services)
- Three parents
- One representative of the building support staff (custodial staff, monitors, teaching assistants, secretaries, school nurse)
- One student from the 8<sup>th</sup> grade
- One representative of the community at large

The building team in the High School shall consist of:

- The building principal
- One assistant principal
- One director/chairperson
- Four teachers
- Three parents (with the hope that it be one parent representing West Hempstead; one parent representing Island Park; one parent representing Special Education)
- One representative of the custodial staff
- One representative of the clerical staff
- Two students (one student from 9<sup>th</sup>–10<sup>th</sup> grade; one student from 11<sup>th</sup>–12<sup>th</sup> grade)
- Two representatives of the community at large

Note that the representatives of the “community at large” must be individuals who do not have a child currently enrolled in the district. Parent representatives cannot be employees of the district.

## **SELECTION METHOD & TERMS OF BUILDING TEAM MEMBERS**

Trust is vitally important to the success of a collaborative decision making process. Likewise, broad support for shared decision making among members of each school's "community" is important to the ongoing success of the teams. The goal is to fairly involve all stakeholders groups in the shared decision making process.

All stakeholders in each group listed will be eligible for selection regardless of whether he/she is a member of their respective group/association.

The final "mix" on each team will depend, in part, on who volunteers to serve on the building teams. When selecting from available volunteers, each stakeholder group is asked to consider whether the mix of members selected are representative of the stakeholder group for the entire school. A representative "mix" is important to team success. Not only will a more representative group make decisions that are more acceptable to the entire school community, but it is also likely to make better decisions. Also, each team member must communicate frequently with members of his/her group; the more representative the "mix" of participants, the more likely that communications will flow smoothly to everyone represented by the stakeholder group.

Membership on the building teams will be voluntary. Every effort will be made to solicit volunteers from each stakeholder group (and the above-mentioned subgroups). In the event that more individuals volunteer than are needed for any of the groups mentioned, the selection from among volunteers will be as follows:

- Teacher volunteers will be selected in a manner determined by the teachers' association after a regularly scheduled faculty meeting.
- Parent volunteers will be selected in a manner determined by the PTA/PTSA in a meeting called for that purpose. One parent representative in each building will be selected by SEPTA.
- Support staff representatives will be selected at a meeting called in each school for that purpose. In the High School, representatives of the custodial staff and clerical staff will be elected by their group; in the other schools, support staff representatives will be selected by lottery from among volunteers.
- The representatives of the directors and assistant principals/chairperson will be selected in a manner determined by the administrators' association after a regularly scheduled faculty meeting.
- Student representatives will be selected in a manner determined by the student government.

- Representatives of the community will be selected by lottery from among volunteers at a meeting held for that purpose. The district agrees to publicize the opportunity to serve on the building teams to promote interest and solicit volunteers (e.g., through the school newsletter, by holding an information session for prospective volunteers).

The terms for building team members will be as follows:

- Building principals will be permanent members of the teams.
- Students will serve for one year terms.
- All other members will serve for two year terms. Initially, to stagger terms, half of these team members, of each stakeholder group of more than one, will be selected by lottery to serve one year or two year terms. Thereafter, all terms will be two years.

An individual may serve two consecutive terms on his/her building's team. By October 1<sup>st</sup>, any team member whose term is up will notify the team chairperson of his/her desire to continue participating on the team. Selection of new members will be conducted by November 1<sup>st</sup> of each year in the manner specified above, and terms will begin on January 1<sup>st</sup>. The intervening period will be used for orientation and training of new members. New members will be invited to the November/December meeting as part of their orientation.

Note that any member selected by lottery who desires to continue to serve on his/her team is not automatically renewed as a member. The member's name is entered into the lottery along with other volunteers.

Unless otherwise specified, if any of the stakeholder groups cannot find someone to serve on a team, the position shall remain vacant until a volunteer can be found. The district and/or the District Coordinating Committee will make every attempt to assist in finding volunteers to serve on the teams.

## COMMITMENT OF TEAM MEMBERS

Team members participate in charting a course for their school into the future; they define how members of the school community are going to pursue the district's mission. In short, they are change agents aiming to provide students with the greatest likelihood of success.

For collaborative decision making to succeed in creating meaningful, lasting changes in programs and practices, each team member must agree to make a good faith effort to fulfill the following responsibilities:

- Attending all regularly scheduled team meetings. (Attendance includes arriving at each meeting on time and staying until the scheduled end of the meeting). Attendance at team meetings must be a priority. Collaboration cannot occur if members are absent.
- Participating on subcommittees (see subcommittees, below).
- Participating actively in team decision making, including:
  - Expressing concerns clearly and early in the decision process.
  - REALLY listening to others.
  - Being willing to say “no” as a part of consensus decision making and explain your concerns with the decision (see Decision Making, below).
  - Being willing to compromise and agree to a decision you can “live with” (see Decision Making, below).

Participating in team training activities

- Communicating with members of the various stakeholder groups outside of team meetings to ensure that the entire school community is aware and involved in the improvement process.
- Sharing ownership of team decisions.
- Supporting and selling team decisions.

Being a member of a building team involves risk-taking; teams must take chances to create and sustain improvements. The collaborative decision making process is designed to allow members to participate in setting a direction, creating and implementing change. Each team member shares responsibility and accountability for team decisions.

## **REPLACEMENT OR REMOVAL OF TEAM MEMBERS**

If a member of the team leaves the team prior to the end of his/her term, that member's stakeholder group shall replace him/her and the replacement shall serve to the end of the term. A replacement who serves for more than half a normal term will be considered to have served one term, and will be eligible to serve one additional consecutive term (see Selection Method and Terms of Team Members).

If a member is not present for three consecutive regularly scheduled team meetings, the chairperson (see Facilitation & Record Keeping below) shall ask the member whether he/she intends to remain on the team. If the member expresses a desire to remain on the team, but continues to be absent, the chairperson will contact the appropriate stakeholder group and ask that a replacement be selected to fill this position.

## ACCOUNTABILITY

SDM teams will be accountable for promoting continual improvement toward attaining the district mission. That is, teams are accountable for making a good faith effort to develop and implement creative methods of improving a school's programs, practices and services to facilitate the process of attaining the mission. The district recognizes that the shared decision making process takes time, that creating lasting, meaningful change requires both patience and an ongoing commitment to the process.

The District will continue to assess improvement in student achievement by means of, but not limited to, current practices. The means and standards by which parties shall evaluate improvement in student achievement:

- NYS Tests – PEP, PET, RCT, PCT, REGENTS
- SAT Scores
- Standardized Norm Reference Test
- Mid-term and Final examinations
- Teacher-made textbook generated tests
- Individual diagnostic and prescriptive tests
- Student grades
- Portfolio assessment
- Other forms of authentic assessment

The District Coordinating Committee (see District Coordinating Committee below) will conduct annual evaluations of team progress, which shall include examination of building team action plans and an evaluation of team process. Teams are expected to address roughly two to three meaningful objectives annually, and to create and implement action plans designed to attain these objectives. The evaluation of team processes will focus on determining if any problems exist relating to how the teams engage in their decision making and planning activities. The District Coordinating Committee will assist teams in examining their processes, and will recommend ways to strengthen and develop their decision making and planning processes.

Teams are accountable for making progress towards the attainment of the district mission, and above all else, the evaluation will examine how successful the teams have been in promoting lasting change, not merely how many action plans they implemented. There is recognition that teams, like individual decision makers, sometimes fail to reach their objectives. Some action plans will not achieve the expected results. The district recognizes that there is value in this, and embraces the concept of “productive failure.” When a team’s action plan falls short, the team is to analyze why and develop alternatives designed to correct the problems. Teams must turn “failures” into successes and members of the school community must learn from these experiences. In this sense, teams are accountable for their efforts to correct action plans and ultimately achieve their objectives.

While there is value in failure on an action plan, continual failure<sup>1</sup> to attain objectives is likely an indicator of a more serious problem with the SDM process. If the District Coordinating Committee’s evaluations show that a team continually fails on its action plans, or if the team does not make a good faith effort to correct action plans that fail to reach their objectives, the District Coordinating Committee may recommend:

- Providing additional training to the team.
- Providing technical assistance on specific issues.
- Disbanding the team, and reforming it.

The District Coordinating Committee, in determining a course of action, will consider first what support the district might provide a team to help it “get back on course,” and only as a last resort disband the team.

## **BUILDING TEAM TRAINING**

The district will provide training to the building teams, including training in team management/meeting management, training in the use of data and in conducting a needs assessment, and training in decision processes, including the use of the structured decision process and consensus decision making.

## **MEETINGS**

It is recommended that meetings be held weekly, and run for one hour prior to the school day. The final schedule for team meetings shall be determined by the members of the building teams. Meetings shall be held outside of the normal school day. The team shall designate a meeting room within the school, or make other arrangements for meeting space, and notify team members of the location of each meeting in a timely fashion.

## FACILITATION AND RECORD KEEPING

The teams will select a chairperson or team leader, who shall serve for one semester. The chairperson does not have greater power than other team members, but does have several special responsibilities. The chairperson will:

- Ensure that each meeting has a facilitator and a recorder to take minutes.
- Act as a timekeeper, and ensure that each meeting starts and ends on time.
- Make sure the team prepares an agenda for the next team meeting.
- Play a role in the process of replacement and removal of team members (see Replacement or Removal of Team Members).
- Keep a copy of team minutes and action plans in a separate binder as a record of team activities.

It is highly recommended that the role of facilitator be rotated among team members. The facilitator's job is to be a "keeper of the process," to keep the group on task and lead them through the various stages of the decision process. The facilitator does not have greater decision making power than other team members, and while acting as facilitator, he/she does not take part in team discussions. When the facilitator desires to participate in team discussion on a matter, he/she will ask another team member to assume the role of facilitator temporarily.

The recorder will prepare minutes for each meeting, and distribute them to members before the next regularly scheduled meeting. The role of recorder will be shared by team members on a rotating basis, unless a team member volunteers to fulfill this function on a permanent basis. The chairperson will keep a copy of the team's minutes in a separate binder as a record of team activities, and a copy of minutes and action plans will be provided to the District Coordinating Committee and the Superintendent of Schools. The district will provide access to duplicating equipment to reproduce minutes and, whenever possible, clerical support to produce and distribute minutes.

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<sup>1</sup> "Continual failure" is a judgment. As an initial guideline, a team that fails to make progress on an objective after reworking an action plan once will be viewed as needing assistance.

## **COMMUNICATIONS & USE OF SUBCOMMITTEES**

Teams cannot succeed if they isolate themselves. Open communications is essential among team members, and the team needs to communicate openly with members of the various stakeholder groups who are affected by their decisions. Team members are responsible for keeping members of their stakeholder group informed concerning team decisions and activities. Team members should build into their action plans ways to solicit input from members of the program's "community."

Teams will develop regular mechanisms to communicate with all members of the school and community. These may include, but are not limited to, distributing minutes or summarize from team meetings; sending periodic memos or newsletters to stakeholders; making short oral presentations at the regular meetings of the stakeholder groups.

Team decision making will occur during team meetings, but researching issues, communicating and obtaining feedback from members of the various stakeholder groups, and implementing action plans will occur outside of meeting time. The use of subcommittees to accomplish tasks and to assist the teams in doing research, communicating and implementing action plans is encouraged. Time should be allotted at the beginning of each meeting for reports of subcommittees on progress on existing action plans. Subcommittees may include SDM team members as well as individuals not serving on the team.

### **COORDINATION WITH EXISTING COMMITTEES**

SDM team activity must be coordinated with existing committees. In particular, teams must coordinate their activities with the various district-wide committees and task forces, and shall not usurp their authority. Teams should be cognizant of the need to inform these committees or involve them in their action plans, as needed.

Existing building-level committees that work on specific issues that fall within the SDM team's focus and authority will serve as subcommittees of the SDM teams, and shall keep the SDM teams involved and informed about their activities and decisions as needed.

### **DISTRICT COORDINATING COMMITTEE**

Under the Commissioner's Regulations, the work of the District Planning Committee ends with the completion of the recommended District Plan. Consistent with the Board's Charge to the Planning Team, it is recommended that the District Coordinating Committee be formed in the same manner as the District Planning Committee, and it is further recommended that some of the members of the District Planning Committee be made a part of the District Coordinating Committee to take advantage of their considerable expertise and provide continuity.

It is recommended that the District Coordinating Committee will meet quarterly to evaluate the implementation of this plan and the progress of the building teams and monitor team accountability. The District Coordinating Committee may, as part of its evaluations, recommend modifications to this plan to the Board.

### **COORDINATION OF STATE AND FEDERAL REQUIREMENTS FOR PARENTAL INVOLVEMENT**

State and Federal requirements for involvement of parents in planning and decision making have been met through the actual involvement of parents selected by the West Hempstead Parent Teacher Association, Parent Teacher Student Association and the Special Education Parent Teacher Association. Parental involvement on site-based teams will be coordinated by the Assistant Superintendent and by the District Coordinating Committee charged with monitoring the effectiveness of site-based participation.

# CONSENSUS LEVELS

## LEVEL 4

DECISION IS GREAT AND  
I WILL BE A LEADER IN  
FOLLOW-UP.

## LEVEL 3

DECISION IS GREAT AND  
I WILL TAKE AN ACTIVE  
ROLE IN FOLLOW-UP.

## LEVEL 2

DECISION IS GREAT BUT  
I CAN'T BE INVOLVED IN  
FOLLOW-UP.

## LEVEL 1

I CAN LIVE WITH THE  
DECISION.

## LEVEL 0

I WILL NOT SUPPORT  
THE DECISION.

**SAMPLE ACTION PLAN**

**OBJECTIVE:**

**EVALUATION:**

<b>ACTIONS</b>	<b>TIMELINES</b>	<b>RESPONSIBILITIES</b>	<b>RESOURCES</b>	<b>EXPECTED OUTCOMES</b>	<b>DOCUMENTATION</b>
1.					
2.					
3.					
4.					
5.					