

**2016 BIENNIAL REVIEW OF SHARED DECISION MAKING
CR 100.11**

Part 1. DISTRICT/BOCES INFORMATION SHEET

School District/BOCES:	Questar III, Rensselaer- Columbia-Greene BOCES
Address:	10 Empire State Boulevard Castleton, New York 12033
BEDS Code (12 Digits):	499000000000
Person Submitting Form: <i>(Print or Type Name)</i>	Matt Sloane
Title:	Deputy Superintendent
Telephone:	(518) 477-8771
E-mail Address:	Matt.Sloane@questar.org

Endorsements Received:	Signatures:
Administrators	See Attached
Teachers	See Attached
School-Related Parent Organizations	See Attached

Part 2. STATEMENT OF SUCCESS: Required Components

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

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

COMPONENT AREAS	A. Not Addressed or Not Implemented	B. Inconsistent Implementation and Success	C. Minimal Implementation and Success	D. Moderate Implementation and Success	E. Consistent Implementation and Success
Educational Issues Subject to Shared Decision Making				X	
Involvement of All Parties				X	
Means and Standards Used to Evaluate Improvement of Student Achievement				X	
Accountability for Decisions				X	
Dispute Resolution Process				X	
Coordination of State and Federal Requirements for Parental Involvement				X	

Part 3. STATEMENT OF ASSURANCES

I, John Hill, President of the Board of
(Print or Type Name)

Education of Questar III, Rensselaer-Columbia- Greene BOCES School District (or BOCES),
do assure that the district's (or BOCES') plan for the participation of teachers and parents with
administrators and school board members in school-based planning and shared decision making
was (check one):

AMENDED and has been submitted with amendments underlined to the State Education
Department; or

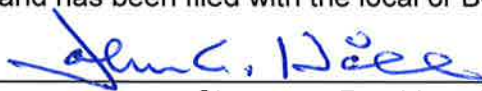
RECERTIFIED as previously approved by the Commissioner and therefore not attached;

at a public meeting held on June 9, 2016
(Date)

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

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

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



Signature, President, Board of Education

June 9, 2016

Date

**QUESTAR III
RENSSELAER-COLUMBIA-GREENE COUNTIES
BOARD OF COOPERATIVE EDUCATIONAL
SERVICES**

**SHARED DECISION
MAKING PLAN**

March 3, 2016

Prepared for submission by:

1. Danielle Bouton-Wales, Director of CTE
2. Miriam Giller, Social Worker and Teachers' Union President
3. Sadie Kratt, New Visions STEM student
4. Dan Kratt, parent
5. Chris Martel, George Washington Principal and Administrators' Union President
6. Marsha Moore, parent
7. Hailey Robideau, criminal justice student at REC
8. Lynn Robideau, grandmother
9. Dan Sherman, Director of Communications
10. Robin Sobol, Director of Special Education
11. Jake Stomieroski, Columbia-Greene Educational Center Principal

QUESTAR III

Shared Decision Making Plan

A. Background

Shared decision making is a process designed to bring about greater participation by teachers and parents in planning and decision making for schools.

Part 100.11 of the Commissioner's Regulations required that by February 1, 1994 each public school district Board of Education and each BOCES develop and adopt a plan for the participation by teachers and parents with administrators and school board members in school-based planning and shared decision making. This requirement represented one of the first in a series of action steps to implement the provisions of A New Compact for Learning, adopted by the Board of Regents in March 1991. As stated in the regulations, the purpose of the plan is to "improve the educational performance of all students in the school, regardless of such factors as socioeconomic status, race, sex, language, background, or disability". The intent of the process is to "ensure meaningful participation in shared decision making".

Questar III has been actively engaged in shared decision making since March 1990, when the Questar III Board initiated a decision to implement a strategic planning effort. Members of the district wide planning committee were asked to convene in 1996, 1998, 2000, 2002, 2004, 2006, 2008 and 2010, 2014 and March 2016 to conduct a review of the Shared Decision Making Plan.

Participants provided input on the revision of the new plan. As a cooperative, Questar III is committed to shared decision-making and using feedback from school districts and BOCES staff to improve student and program performance. This is reflective in the Questar III's mission, vision and core values:

- **Mission Statement:** Questar III is an educational cooperative providing leadership and creating student success through shared instructional and support services to schools and their communities.
- **Vision:** Questar III puts students first by providing 21st century programs and shared services.
- **Core Values:** Our core values serve as guiding principles in our efforts to effectively fulfill our day-to-day mission and realize our long-term vision of success.
 - **Service:** Exceeding community expectations through compassionate and responsive delivery of services.
 - **Learning:** Achieving continuous improvement through individual and organizational learning.
 - **Excellence:** Providing educational leadership through best staff, programs and services.

B. The Team Composition and Process

The Questar III District Wide Planning Committee for Shared Decision Making consisted of 11 members, as outlined on the sign-in pages/attachments. Representations included students, parents, teachers, administration and other staff.

THE QUESTAR III PLAN FOR SHARED DECISION MAKING

I. EDUCATIONAL ISSUES SUBJECT TO COOPERATIVE PLANNING AND SHARED DECISION MAKING BY TEACHERS, PARENTS, ADMINISTRATORS, AND AT THE DISCRETION OF THE BOARD OF COOPERATIVE EDUCATIONAL SERVICES, OTHER PARTIES SUCH AS STUDENTS, SCHOOL DISTRICT SUPPORT STAFF, AND COMMUNITY MEMBERS.

The purpose of this plan is to ensure the participation of parents, teachers, administrators, community members and others in school-based planning and shared decision-making. The following educational (and non-educational) issues may be subject to shared decision-making at Questar III BOCES:

- Attendance
- Behavior and discipline
- College, career and community readiness
- Communication
- Curriculum
- Extracurricular activities
- Goal-setting
- Hiring
- Parental involvement
- Resolving student concerns
- School environment
- Staff development and training
- Strategic or long-range planning
- Student intake or placement (including special education annual reviews)
- Student recruitment

II. THE MANNER AND EXTENT OF THE EXPECTED INVOLVEMENT OF ALL PARTIES

Within the Questar III there are a number of opportunities for shared decision-making and input. Questar III utilizes shared decision-making for the following activities:

- Attendance Committee
- CTE Consultant Committees
- CTE Approval and Re-approval of programs – committee
- Specific events including family nights within special education, the annual car show at CGEC and family meet and greets
- Strategic or long-range planning
- Superintendent Subcommittees
- CTE Open Houses

III. THE MEANS AND STANDARDS BY WHICH ALL PARTIES SHALL EVALUATE IMPROVEMENT IN STUDENT ACHIEVEMENT

Improvement in student achievement will be evaluated within the context of Board of Education and organizational goals, and state and federal expectations.

There are a number of methods and tools available to Questar III educators to measure, evaluate and document the readiness and abilities of students. In addition to standardized tests, the following items, means and standards may be applied to evaluate and monitor student performance and achievement, grade performance, and school performance:

- Annual BOCES Report Card
- Articulation agreements
- Authentic task assessment
- Benchmarking and best practices
- Daily observations, participation scores, grades and chapter tests
- Home visits (in Special Education programs) as needed
- Implementation of the Common Core
- National assessments/certification
- Parent-Teacher Conferences
- Performance based assessment
- Portfolio assessment
- Project-Based Learning Assessments
- Questionnaires or surveys
- NYSTP grades 3-8, Regents and NYS Alternate Assessments
- Regional, statewide and national competitions (including SkillsUSA and ProStart)
- Rankings (such as honor roll and National Technical Honor Society)
- Teacher communications to parents
- Additional evaluative measures –
 - Exit credentials (Diploma, CDOS, SACC)
 - NYS Testing (Regents' Examinations, Grades 3-8)
 - Program requirements and progress toward completion standards (e.g., hours for programs such as cosmetology, culinary, etc.).
 - STAR Assessments

IV. THE MEANS BY WHICH ALL PARTIES WILL BE HELD ACCOUNTABLE FOR THE DECISIONS, WHICH THEY SHARE IN MAKING

Team members are collectively accountable to the intent of the:

- Mission of Questar III
- Board Goals
- Strategic Initiatives
- Recommendations and goals of the Questar III Shared Decision Making Plan

Team members will ensure accountability by following these procedures:

- research and make data based decisions
- provide recommendations to appropriate administrative team

- gather input from stakeholders
- ensure decisions are implemented
- make decisions based on feedback and data
- create a network of communication using a variety of methods
- report to the Executive Leadership Team members and Board of Education

V. THE PROCESS WHEREBY DISPUTES PRESENTED BY THE PARTICIPATING PARTIES ABOUT THE EDUCATIONAL ISSUES BEING DECIDED UPON WILL BE RESOLVED AT THE LOCAL LEVEL

Within the context of the Questar III Shared Decision Making process, the definition of “dispute” is: *“an apparent inability to reach consensus on an educational issue among team members.”*

All disputes will be resolved within the group by consensus. When a decision cannot be reached by consensus among team members, the following process will be initiated and used by the entire team:

CONFLICT RESOLUTION PROCESS:

Steps:

1. Recognize that a win-win solution is the goal of the process.
2. Members state their position as “I” statements.
3. Listen to other members’ opinions.
4. Brainstorm as many solutions as possible without judgment.
5. Find common ground.
6. Agree to try a particular approach for a given period of time.
7. Assess the situation at an agreed upon time and re-engage in the process, if necessary.

If consensus cannot be reached after using this process, the team will:

- Table the issue until a later date.
- Select a mediator who is not a member of the team who will assist the team in reaching consensus.
- Table the issue if the mediator cannot bring the group to consensus.

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 protection of rights and responsibilities of parents or legal guardians and students under State and Federal laws and regulations shall be respected by the wording of this written document.

This written plan for Shared Decision Making shall not supplant laws and regulations already in place to protect parent rights.

The agency will set up an appellate process to assist a parent or legal guardian who feels his/her rights are violated.