

BALDWINVILLE CENTRAL SCHOOL DISTRICT

PLAN FOR SHARED DECISION MAKING

BIENNIAL REVIEW 2006

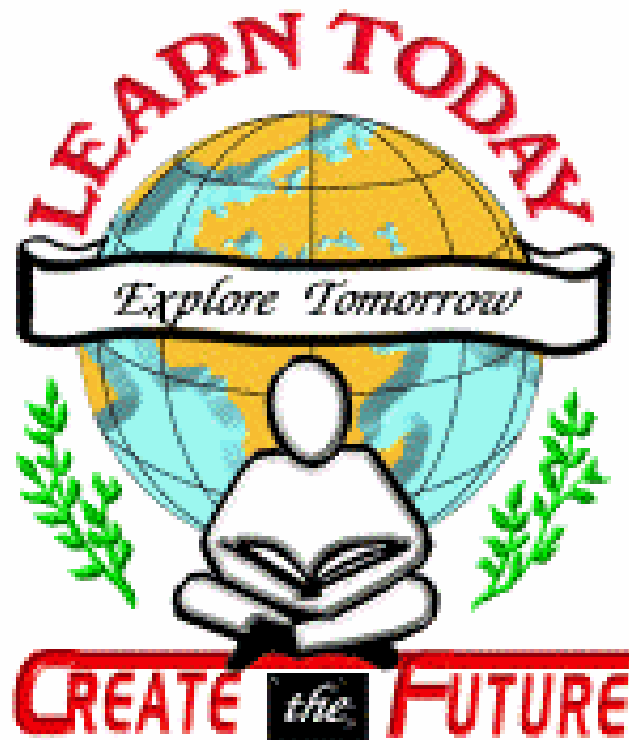


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INTRODUCTION

Commissioner's Regulation Part 100.11 is the philosophical framework for shared-decision making in New York State in the 1990s. The purpose of Regulation Part 100.11 is to improve the educational performance of all public elementary, middle and secondary students regardless of such factors as socioeconomic status, race, gender, language, background, or disability. The premise behind Part 100.11 is that student achievement will only improve if all of us work together to accomplish this goal. To that end, the Commissioner of Education, Thomas Sobol, and the Board of Regents adopted Regulation 100.11. This regulation requires that specific groups (termed stakeholders) have a major role in decision making about educational issues. A stakeholder is a person or a group with an interest and investment in the success of students, the schools and/or the educational system.

A steering committee of representatives from various stakeholder groups (Board of Education, central office administration, building and supervisory administration, teachers, parents, students, support personnel, civil service employees, business, and the community) met on a regular basis beginning January 27, 1993. This committee developed our initial school-based planning and shared decision making process. This plan was approved by the Board of Education on May 2, 1994 and submitted to the Commissioner of Education on May 3, 1994.

After approval by the State Education Department, the steering committee became the District Advisory Team and began implementation of the plan. In addition to the stakeholder groups represented on the steering committee, each building level team selected a representative to serve on the District Advisory Team. The District Advisory Team (now referred to as the Baldwinsville Comprehensive Education Planning Team) reviews the plan on a biennial basis.

THE COMMUNITY

The Baldwinsville Central School District is a district of approximately 75 square miles located fifteen minutes northwest of the City of Syracuse. The community is suburban/rural in nature. The district is in Onondaga County, and includes portions of the townships of Van Buren, Lysander and Clay. The Village of Baldwinsville lies in the center of the district.

The district has five elementary schools (Palmer, McNamara, Reynolds, Van Buren, and Elden), one 6-7 middle school (Ray), one junior high school (Durgee), and one high school (Baker). The student population was 5740 as of October, 26, 2001, and is 5968 as of May 25, 2006.

The district has several major employers. Anheuser-Busch, Syroco, Gypsum Express, Plainville Turkey Farm, Excellus Medical Corporation, SSAC, and McLane Northeast are among the companies located in the Baldwinsville School District. The district's proximity to the New York State Thruway and Syracuse Hancock International Airport gives corporations easy accessibility.

THE BACKGROUND OF SHARED DECISION MAKING IN BALDWINSVILLE

In 1988, two of our elementary schools became a part of the Effective Schools Project. At that time, each of the two schools developed Building Planning Teams and began to work on the correlates developed through the Connecticut Survey. The Connecticut Survey is a standardized assessment tool used to develop building correlates. These correlates were included in creating the Building Plan.

In 1990, after contract negotiations, a committee began working outside the contract to develop a Shared Decision Making model. This committee, the Professional Concerns Team (PCT) was composed of six members of the Baldwinsville Teachers Association, five district administrators and one Board of Education member.

Throughout July and August of 1990, the PCT met and developed a process whereby each school would have the opportunity to form a Building Planning Team (BPT). Each building formed an Initial Selection Team (IST) which set up a process to decide:

- if the building would participate in Shared Decision Making;
- how the Building Planning Team selection process would occur; and
- when the Building Planning Team would begin operation.

After the buildings created their Building Planning Teams, the Initial Selection Team was disbanded. The two schools which were part of the Effective Schools Plan continued with their process. Building Planning Teams were in place by January 1991.

From 1989 to the present, the Baldwinsville Central School District has progressed to having a shared decision making process in place at each building level. These teams have operated since their inception within the following parameters:

- Buildings cannot make decisions that have direct impact on other buildings.
- Buildings cannot make decisions which violate Board policy or state law.
- Buildings must develop plans that are aligned to the District's Long-Range Plan, as approved by the Board of Education.

The District Advisory Team reviewed with each Building Team its process for involvement within the building. This plan reflects the fact that the Building Level Teams were operating at the time the Commissioner's Regulation 100.11 was implemented. Also, the following definitions were agreed upon by the District Advisory Team, (Baldwinsville Comprehensive Education Planning Team) for all stakeholders.

DEFINITIONS

Shared Decision Making:

Shared Decision Making is a process by which all stakeholders in the Baldwinsville educational system and represented community at the district and school levels have the opportunity to participate fully and equally. This continual process will be used to:

- identify educational issues;
- define goals;
- formulate and/or implement procedures; and
- assess, re-evaluate, and modify activities to challenge each student to reach for and achieve standards of excellence and his/her full potential.

Meaningful Involvement:

Meaningful Involvement is the participation in shared decision making in which the contributions of each stakeholder group are accepted as significant and equal. All stakeholders in the Baldwinsville community are given the ongoing opportunity to actively participate in and have access to the entire decision making process, as described in Manner and Extent of Expected Involvement for All Parties, Section IA (see p.11). In addition, all stakeholder groups are expected and encouraged to participate in the educational process as described in Manner and Extent of Expected Involvement of All Parties Section IB (see p.14).

Site Based Planning:

Site Based Planning is an individual building process that calls for all stakeholders in the Baldwinsville educational community to make decisions within and affecting their building regarding educational issues, while maintaining the letter and spirit of the District Long-Range Plan.

BALDWINSVILLE COMPREHENSIVE EDUCATION PLANNING TEAM

The committee consists of the following:

Superintendent of Schools Jeanne M. Dangle

Assistant Superintendent for
Instruction Dawn A. Preston

3 Board of Education David Lum
 Joan Reeves
 Jennie Hewitt

5 Baldwinsville Teachers Association Mary Doherty
 Eileen Foss
 Kevin Noel
 Carol Roppel
 Mary Kay Boyle

8 Building Planning Team Reps. Rick Bourdon
 Rose Roux
 Suzanne Gianquitti
 Debra Hughes
 Carol Marsella
 Terri Nelson
 Sheila Woltman

Baldwinsville Association of Principals
and Supervisors Linda Law
 Donald Root

2 Educational Support Personnel Lynn Romanick

1 Civil Service Employees Association Darren Moyer
 Judy Styers

5 Parents Joanne Van Auken
 Cheryl Sawyer

2 Business Representatives Sue Kimball

2 Students Tyler Massaro

THE SCOPE AND AUTHORITY OF THE BALDWINSVILLE COMPREHENSIVE EDUCATION PLANNING TEAM (BCEPT)

In addition to the current stakeholder representation on the Comprehensive Education Planning Team (BCEPT), formally recognized as the DAT, one (1) member plus one (1) designated alternate will be selected by each Building Planning Team to represent that team on the Baldwinsville Comprehensive Education Planning Team (BCEPT). The BCEPT charge is the following:

- develop a flexible framework which will encourage stakeholders to become involved in decision making;
- assist communications by disseminating information from all stakeholder groups;
- assist by acting as a liaison between the state, local and district participants;
- assist in problem solving and research;
- be available to facilitate disputes as outlined in the Dispute Resolution Process;
- facilitate the process of mandated or Board of Education initiated/approved programs relative to shared decision making;
- develop a process for rotation of members; and
- facilitate the development and annually review the District Long Range Plan for Board of Education approval.

The district team met with the Board of Education to share progress and get feedback from them on the plan and its development. The team looks for direction and future support from the Board of Education. In 1994, the Baldwinsville Comprehensive Education Team developed a new vision and mission statement, which was approved by the Board of Education on December 12, 1994. The team also adopted a slogan/logo for the district, as displayed on the cover of this document. The current BCEPT continues to function under the guidelines of this vision and mission statement.

VISION STATEMENT

Through a cooperative effort of the total community, we will create an environment which inspires a desire for lifelong learning, fosters mutual respect, and instills a positive philosophy about the worth of participatory citizenship, and empowers all individuals to reach their full potential.

MISSION STATEMENT

With this in mind, we will continually strive for excellence in education by:

- supporting and respecting all who are involved with our students - faculty, staff, family, business, government, and the total community - to maximize each student's potential as a self-directed learner and responsible citizen;
- promoting broad-based educational standards of excellence, encompassing intellectual and aesthetic development, as well as physical, social, and emotional well-being;
- fostering critical thinking, problem solving, communication, independence and interdependence, creativity, and the technological skills imperative for a successful future in a changing global community;
- improving curriculum, technology, and staff development;
- providing student-focused programs which effectively respond to the diversity of our students' abilities, backgrounds, interests, and needs;
- recognizing that students learn in different ways, at different times, and at different rates, and promoting a variety of teaching strategies and methods to effectively respond to these learning styles and abilities;
- promoting an ability to change, seek challenges, and continuously improve; and
- fostering an environment that is challenging and secure, as well as ecologically and aesthetically conducive to learning

PLAN FOR PARTICIPATION IN SCHOOL-BASED PLANNING AND SHARED DECISION MAKING

I. Manner of Involvement of all stakeholder's in the Shared Decision Making Process at the Building Level

The primary conduit for meaningful involvement by all stakeholders in the shared decision making process is the Building Planning Team. In order to provide for true meaningful involvement for all stakeholders, each Building Planning Team shall:

- Provide the means for annually communicating through staff meetings, PTA newsletters, new staff orientation, print media and at the district's website:
 - the Shared Decision-Making Plan
 - Building Planning Team goals
- Identify Building Planning Team Membership:
 - Members mandated by Part 100.11 – teachers, (2) parents, administrators
 - Other required members – (1) non-instructional staff, (1) support personnel
 - Discretionary members – business community, higher education, social and cultural organizations, other community members
 - Student participation wherever possible
- Enable all stakeholder groups to participate in the decision making process
 - Each Building Planning Team will annually review its current decision making process and decide how to best operate with new stakeholders.
 - Building Planning Team should have an opportunity as needed to participate in consensus decision making training.
 - By consensus, Building Planning Teams will determine what issues will be decided on by the group based on building data.

Building Planning Team Minimum Compliance and Understandings:

- All stakeholders should be considered equal partners and should have input into all aspects of the Building Planning Team.
- Each stakeholder's ideas and opinions will be respected and explored objectively.
- Considerations should be made for additional non-Building Planning Team members to participate.
- All stakeholder groups will be a part of a building network.
- All stakeholder groups should have the opportunity to be represented on all subcommittees.
- Member selection procedures:
 - All mandated stakeholders will be selected by their respective stakeholder groups in an open selection process, facilitated by each stakeholder group.
- Describe member roles and responsibilities:
 - Each Building Planning Team will have a clearly written plan delineating roles and responsibilities of all members.
 - The plan will be written with involvement of all members of the Building Planning Team and reviewed by the respective stakeholder groups prior to approval by the Building Planning Team.

- Establish meeting dates and times:
 - It is expected that all stakeholders will provide input and be considered in establishing meeting times and dates which enable genuine participation of all parties.
 - Since all Building Planning Teams and the District Advisory Team are open to the public, meeting dates and times should be posted or advertised. Tentative agendas should be provided for each meeting in a timely manner.
- Outline operational procedures:
 - Each individual Building Planning Team will determine its procedures.
- Provide for rotation and replacement of members:
 - It is expected that the rotation and replacement of all stakeholders will be determined by a process that includes all stakeholder groups.
- Participate in regular reviews of operations and procedures by the District Advisory Team and Board of Education.

Extent of Involvement in the Educational Process of all stakeholder's in the Shared Decision Making Process at the Building Level

Below are examples of meaningful involvement by the various stakeholder groups in the educational process:

District Level Board/Administration

- Provide opportunities for all stakeholders to participate in educational matters where appropriate.
- Communicate:
 - General meeting information (date, time, place)
 - Specific information, i.e. budget votes, referendum votes
- Provide continuing education and training for staff and volunteers
 - Provide forum for discussion (e.g. on teaching methodologies & strategies)
- Provide opportunities for parents and community to participate in professional staff development days
- Develop and provide a directory of school community resources for teachers and parents

Educational Staff

- Provide an environment conducive to learning
- Utilize a variety of research-based teaching strategies to facilitate learning and achievement by all students
- Provide a positive atmosphere, encouraging self-esteem and respect for others
- Understand and convey the Vision and Mission Statement of the district/school
- Communicate with parents
- Outline and communicate clear expectations during interaction with parents, instructional and non-instructional staff, administration, and students
- Work with parents and students to achieve a positive attitude toward learning

Students

- Accept challenges
- Accept responsibility and know and understand limits
- Understand the purpose of learning and relate learning to life skills
- Understand the role of service to the community
- Explore ideas and interests
- Become meaningfully involved in his/her own education
- Set goals and strive to realize potential
- Learn to manage and prioritize time effectively
- Apply learned skills, attitudes and behaviors to life situations

- Develop a positive attitude toward learning

Parents

- Attend and participate in school functions
- Organize and provide information on resources that assist parents (e.g. Effective Parenting In the Community)
- Encourage children to take responsibility for their own school work
- Assist children in exploring career and employment opportunities
- Form a partnership between parent, child and teacher
- Learn about curriculum and building programs
- Work with educational staff and students to achieve a positive attitude toward learning

Community

- Convey expectations about community behaviors
- Provide resources and support to assist the school and families
- Provide a safe environment
- Acknowledge students' achievements
- Actively involve students in community activities
- Provide emergency resources for crisis intervention
- Provide volunteers
- Provide expertise in related fields

Business

- Provide internships
- Participate in career-oriented presentations
- Foster school-to-business pathways
- Award scholarships
- Offer training
- Support school activities
- Assist in development of business-related programs
- Serve as an equipment resource
- Participate in the identification and development of knowledge, skills and habits required for success in the workplace

II. Educational Issues and Matrix

Each BPT may decide which issue(s) based on State and Federal Accountability Standards, building data, and alignment to the district long-range goals that it will develop. Decisions made within one building should not impact another building within the district. All decisions must be in compliance with the Board of Education policy, education law, and contractual obligations.

The educational issues subject to shared decision-making are defined below and the Educational Matrix indicates the level of decision-making authority for each stakeholder group:

Building Budget: Monies that have been appropriated to each building as a part of the overall school budget, possibly through decentralization of portions of the budget.

BPT Budget: Buildings may develop a plan or process for how BPT money may be dispersed.

Facilities Use/Day: Open access law addresses use of buildings before, during and after school. The district promotes community use of the building. Use of classrooms, cafeterias, gymnasiums, large group rooms, etc. should be addressed on a building level, possibly through a master calendar. This category follows through the instructional day.

Facilities Use/Other: This relates to the use of the facilities or grounds used during the non-instructional day.

Homework (Policy): This reflects the district's standard policy for administering homework.

Homework (Practice): Presently, teacher's professional discretion is used. Homework may be work assigned in class and completed at home, used as practice, used as a way to initiate research, review, independent study, etc. Homework should begin as a directed activity, and continue with teacher/parental guidance to a point where each student develops individual responsibility for homework completion.

Nutrition: Education as part of food service promotes healthy lifestyles. BPT's and food service may work together to coordinate nutrition education and special menus. This should reflect direct correlation to the district Wellness Policy.

Stakeholder Involvement: Each stakeholder group is an integral part of shared decision making and should be fully integrated as equal participants in the decision-making process which affects the academic, physical, emotional, and social education of the children. To be active and effective collaborators, stakeholder representatives should be trained in their building's on-going decision making process.

Discipline Policy: Recognition and respect for rights and feelings of others are the best guarantees of one's own right. For specific information, please refer to the School District's Board of Education Policy manual and/or the School District's Code of Conduct. These are reviewed and approved annually by the Board of Education.

Discipline means action taken by authorized school personnel which has as its objective:

1. development of self-control, character, orderly conduct, positive attitudes, *and*
2. corrective treatment, *and*
3. protect the safety, morals, health and welfare of the other students and school personnel, and
4. to serve as a deterrent to inappropriate behaviors.

Discipline Practice: All disciplinary action shall be in the best interests of the pupil and for the welfare of others. Each infraction of Board policy or school regulations shall be dealt with on an individual basis. The discipline imposed shall be commensurate with the act committed, the available relevant information, and the provisions of Board of Education Policies and the District Code of Conduct. Buildings are encouraged, as an alternative, to consider peer mediation.

Staff Selection: Determination of staffing needs presently occurs at the district level. When positions are open, all stakeholders have the opportunity to provide input in the selection process. BPT's will develop a process, including the establishment of an interview committee, for selecting the final candidates at the building level. The Superintendent and the Board of Education retain their responsibility to determine and appoint the final candidate.

Communications: Method for cross communication between and among all stakeholders within a building should be developed and reviewed by BPT's. It is recommended each stakeholder group develop a vehicle to disseminate and receive information.

Daily Scheduling: Those issues relating to the general operations of a school building: i.e. field trips, modified scheduling for snow days, teacher assignments/schedules, assemblies. etc.

Scheduling: Those issues pertaining to the length of instruction and the configuration of the building's instructional schedule for students should be explored. BPT's and Principals should be allowed input and review of the building schedule. Opportunities for alternative scheduling which will improve student performance should be encouraged: i.e. interdisciplinary programs, class length, and common planning time.

Professional Development: Any opportunity that allows staff to enhance and develop skills, knowledge, techniques, and abilities to improve the overall education goals of the district and further individual staff career/personal goals. Opportunities to share and disseminate information should be encouraged according to the Professional Development Plan 2004-2007.

Curriculum Methodology: Curriculum methodology should include a vision of curriculum development, instruction, and assessment. The curriculum methodology must contribute to the development of students' abilities to think critically and creatively, to make informed and reasoned judgements, to produce and invent, as well as to critique and analyze, and to develop habits of personal responsibility and concern for others. Within this framework, the Baldwinsville School District encourages the development of new curriculum courses which help foster these abilities.

Curriculum Standards: Curriculum Standards are the District's Curriculum Documents based on Standards and Benchmarks. These are the standards by which the district will measure itself. Curriculum design should incorporate state and district standards. The school board will make the final decision on which instructional programs will be offered. Alternative forms of assessment, such as exit demonstrations, exhibitions, and/or portfolios which reflect achievement of commencement outcomes and district standards of quality, should be encouraged. Through these common goals, collaboration should take place among elementary buildings and articulation from elementary to middle, junior high and secondary should exist. All stakeholders should be informed of curriculum standards, benchmarks, and expectations.

Research and Development: Investigation in areas of research and development; i.e. grant writing, new theories, internships, etc should be encouraged for all stakeholders. Dissemination of current education research should occur between and among all stakeholders. The development of building research/resource libraries should be encouraged.

Educational Environment: A positive school climate and atmosphere are important. Buildings may wish to address individual school needs to create:

- an aesthetically pleasing environment
- a safe and orderly environment
- an environment conducive to learning

Special programs promoting morale may be considered.

Building Procedures: Procedural issues addressed at each building.

III. Evaluation of Student Achievement in the Shared Decision Making Process at the Building Level

The Baldwinsville Central School District's assessment system will incorporate a variety of available tools. The system will include a method of evaluating the extent to which sound educational practices coincide with student performance. The climate of each building will reflect an understanding of current research. Building staff will use data from appropriate instruments to assess student achievement.

Standards Used by Baldwinsville Central School District to Evaluate Improved Achievement

School Report Card:

- percent of students scoring at or above the point of distinction on state examinations

District Curriculum Standards and Benchmarks:

- defined in the Curriculum Documents

District Graduation Standards:

- meet State/District or Individual Educational Plan requirements
- 10 hours of mandated community service

Recognized Levels of Excellence

- National Merit Scholars
- High Honor/Honor Roll
- Enrollment in Advanced Placement, Honors, Accelerated Courses
- Level Four and Five Foreign Language Courses
- New Visions Programs
- Project Lead The Way
- Student Achievement Recognition Program
- Presidential Awards of Excellence
- Scholar Athletes
- Community Scholarship Foundation
- AP Scholars Program
- Bausch & Lomb Award

Means Used by Baldwinsville Central School District to Evaluate Improved Achievement

- Dynamic Indicators of Basic Early Literacy Skills
- Developmental Reading Assessment
- State Assessments
- Advanced Placement Exams
- PSAT
- SAT
- ACT
- SAT II
- Alternate Means of Assessment
 - Portfolios
 - Student Exhibitions and Performances
 - Teacher Observation/Recommendation
 - Testing for IEP students
 - Drop Out Rate
 - Suspension Rate
 - Attendance Rate
 - Percentage of Regents Diploma
 - Post Graduate Education:

- § % attending two-year colleges
- § % attending four-year colleges
- Assessing District Standards

Special Education

- Students at home school in the least restrictive environment
- Out-of-district placements
- Developmental Kindergartens and Emotionally Disturbed class
- BESTT- (Baldwinsville Exceptional Student Training and Transition)
- Job Coaches
- Students enrolled in post high school education
- Out of District Placements

Continued Development

The district will continue to address issues, such as:

Implementation of the District's Curriculum
 Integration of Local and State Standards
 Changes in State Testing System
 Integrating Technology into Curriculum
 Academic Intervention Services
 Reading and Writing Across The Curriculum
 Meeting State recommendation for reading 25 books per year

IV. Accountability

Building Planning Teams will be responsible for reporting to and collecting input from all stakeholder groups. All committee members will represent the interests rather than the positions of their stakeholders. Members will be expected to attend all meetings, foster openness and respect for others' opinions and be willing to cooperate toward a common goal. All stakeholders must have the opportunity to participate in the process to ensure and share accountability for decisions made. To ensure implementation of the district plan, committee members must understand the plan, be able to articulate the goals and suggest appropriate modifications until the plan functions within the framework of the building and district plan.

V. Dispute Resolution Process Purpose and Purpose

Purpose:

The establishment of site-based, shared decision making to improve student achievement requires a procedure to resolve disputes between and/or among constituent groups in the district. This procedure is intended to foster an atmosphere of collaborative problem solving resulting in the best solution for all. The procedure should allow adequate and timely opportunity to resolve differences without invoking formal proceedings. Every effort should be made to reach resolution at the lowest possible level and to involve the parties (to the dispute) in the resolution.

Process:

In the event that there is a problem at the building level, the following procedure shall be invoked to attempt resolution. The individual, groups and/or units shall verify with the Superintendent and President of the bargaining unit(s) that the problem does not involve specific provisions of legal agreements or state regulations.

If the problem does involve specific provisions of legal agreements or state regulations, the procedure for resolution within those agreements or regulations shall be followed. In this case, the parties to the dispute shall be directed to the proper forum for resolution.

If the problem does not involve specific provisions of legal agreements or state regulations, the individual, groups and/or units shall request in-district facilitation from BCEPT.

BCEPT shall provide the parties in the dispute with a problem solving facilitator to work with the building in resolving the problem.

If the problem is not resolved within thirty (30) calendar days of the selection of a facilitator, the facilitator will file a report with BCEPT which describes completely all efforts made to resolve the problem. The report shall include a description of the problem, the stated interests of all parties to the dispute, options discussed during the problem solving process and any recommendations the facilitator wishes to make.

BCEPT shall resolve the issue by consensus within fifteen (15) calendar days of receipt of the written report. At *its* option, BCEPT may ask to meet with the parties to the dispute or with the facilitator who filed the report. The Team may also request any documentation it believes would be helpful.

When the dispute is between a building and district level groups, units and/or individuals, the same process may be invoked. When the dispute is between BCEPT and any other group or unit in the district, the Board of Education shall select a facilitator to assist in working toward resolution.

VI. State and Federal Requirements for Parent Involvement

Certain State and Federal programs (e.g. Title 1, PCEN, special education and occupational education) require parental involvement that exceeds the level of parental involvement described in this plan. In all cases where required parental involvement is greater than that provided in the District Plan, that greater involvement shall be the minimum allowed. Federal and state mandated parental involvement will continue as before in those areas covered by regulations.

Whenever it is deemed appropriate, parents of students who attend non-public schools, who have dropped out of school and/or have graduated from school will also be encouraged to participate in the implementation of this plan.

The Assistant Superintendent for Human Resources for the Baldwinsville School District will ensure that there will be coordination and meaningful involvement of parents as required for all state and federal programs. The Board of Education has adopted a policy relative to parent involvement in all compensatory programs in our district.

It is understood that this plan is an evolutionary process. Although, by state mandate, the plan must be reviewed every two years, the district must maintain a constant set of checks and balances.

Appendix A

The original district plan was developed by a twenty-four (24) person team of members selected by their respective stakeholder groups that consisted of the following:

Superintendent of Schools (1)	Thomas F. McGowan
Assistant Superintendent (1)	Jeanne Race
Board of Education (2)	Janice Greco Dianne Harris
Baldwinsville Teachers Association (4)	Eileen Foss Blase Lauri Kevin Noel Bonnie Blanchard
Baldwinsville Association of Principals and Instructional Supervisors (2)	Yvonne Ahokovi Nancy Centra
Educational Support Personnel (2)	Barbara Presley Marta Jetty
Civil Service Employees Association (2)	Phil Doucette Charles Paquette
Parents (6)	Jill Gogan-Tilstone Judy Burke Beth Lozier Judith Nemecek Lorraine Kotary Roxanne Parmele
Business Representatives (2)	Jack Baker John Hayes
Students (2)	Candice Crough Dianne Pray

The team was formed in January 1993, and charged with developing a plan to be submitted to the State Education Department by February 1, 1994. The team's first project was to select a facilitator and begin training in team concept and consensus building. Fred Ricci, NEA/NY Uniserve Representative was selected as a facilitator. It was agreed that training in team building and consensus building were needed. In July of 1993 the group engaged in team building and consensus decision making activities.

The district committee invited Jamesville-Dewitt, Phoenix, New Hartford and Greece School Districts to share their experiences as Excellence and Accountability Program schools.

In August 1993, the team began working in small groups analyzing and developing the six components of the plan. Once the plan was approved by the Board of Education and the State Education Department, the focus of the steering committee changed from one of developing a plan to one of implementing the plan. At that time, the name of the committee became the District Advisory Team (DAT), known today as the Baldwinsville Comprehensive Education Planning Team (BCEPT), and membership changed through attrition and addition.