

BERGEN COUNTY SPECIAL SERVICES SCHOOL DISTRICT

“COMPREHENSIVE PLANNING AND DECISION-MAKING PROCESS”

OVERVIEW

Effective planning and decision-making hinge on a coordinated process that ensures a smooth flow of information from service providers to consumers. Our “Comprehensive Planning and Decision-Making Process” provided an abundant opportunity for that flow, so that individual program “needs” were readily identified and then converted into “objectives” that will be assessed at each decision-making level (unit). The major emphasis at all levels of planning and decision-making in the Bergen County Special Services School District is to gather a wealth of information from all appropriate sources (see Planning and Decision-Making Flow Chart) guaranteeing fully informed decisions.

REVIEW OF THE PROCESS

The first level of the process is through the Special Services School District’s programs. Consequently, the first forum is the Program Level Planning Unit which is chaired by the Program Administrator and includes a parent representative, a Child Study Team representative, a teacher representative, a supporting services representative, and, where appropriate, a student representative. Regular ongoing meetings are essential to develop the comprehensive plan for the Program involved. The group’s mission is to: (1) develop a listing of needs, which are obtained from three sources -- (a) documented needs, (b) perceived needs, and (c) mandated and discretionary needs; (2) convert the needs into objectives and then categorize the objectives as to whether they are program-based; (3) assess the needs/objectives by ranking them; (4) develop a plan by delineating the recommended activities or strategies to achieve the objectives. Please note that ongoing input at this level is through IEP meetings, meetings of ad hoc committees, personnel, as well as through parents and students.

The second level of program planning is at the “School Level.” At this stage, representatives from each of the Program Level Planning Units that fall within one of our official State Department of Education school code designations meet together to develop at least two School Level Pupil Performance Objectives for the following school year, to review progress toward achieving current year’s School Level objectives, progress toward achieving content standards and core proficiencies, (where appropriate) and to discuss current levels of parental involvement and ways to increase it. Representatives to the School Level Planning Unit will include whenever possible and appropriate at least one of the following constituencies from each Program Level Planning Unit involved: the Program Administrator, a parent, a student and a staff member. The School Level Planning Unit will meet each school year at least once between July 1 and December 31, and once between January 1 and May 31. The designated School Level Administrator-in-Charge will convene the meetings and will submit to the Superintendent a full report of what transpired within fourteen (14) calendar days of each meeting. In addition to considering all of the data and other information gathered at levels one and two of the Planning Process, the School Level Planning Unit will carefully consider School Profile Data.