

SYOSSET CENTRAL SCHOOL DISTRICT
Syosset, New York

A NEW COMPACT FOR LEARNING

A MISSION STATEMENT FOR THE SYOSSET CENTRAL SCHOOL DISTRICT

The Syosset Central School District is committed to providing its students with quality educational programs aimed at fostering:

- 1. The acquisition of knowledge and skills needed to lead productive and satisfying lives in the 21st century and beyond.**
- 2. The development of attitudes that reflect caring for others and respect for the differences among the various ethnic groups in our society.**
- 3. An understanding of our cultural heritage and the need to be an informed and involved citizen.**

This mission statement encompasses the thinking of the school community. The building teams' goals for the schools represent the goals of the school district.

A NEW COMPACT FOR LEARNING

A New Compact for Learning states that parents and teachers will participate in school-based planning and shared decision making. Its purpose is to improve the educational performance of all students, regardless of such factors as socioeconomic status, race, ethnicity, sex, language background, or disability.

The plan for participation in school-based planning and shared decision-making specifies:

- 1) The educational issues which will be subject to cooperative planning and shared decision-making at the building level by teachers, parents, and administrators. At the discretion of the Board of Education, other parties such as students, school district support staff, and community members may be part of the process.**
- 2) The manner and extent of the expected involvement of all parties.**
- 3) The means and standards by which all parties shall evaluate improvement in student achievement.**
- 4) How all parties will be held accountable for the decisions which they share in making.**
- 5) How disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level.**
- 6) How the plan provides for State and Federal requirements for parent involvement in planning and decision making.**

Building level teams operate under the following conditions:

- 1) The educational issues subject to cooperative planning and shared decision-making are included in Appendix A (Issues Which May Be Addressed by Building Level Teams), Appendix B (Issues Which May Not Be Addressed By Building Level Teams), and Appendix C (Contractual Items).**
- 2) Each team must meet periodically throughout the year.**
- 3) Each building organization will select team members, approximately 6-12, comprised of administrators, teachers, parents, and possible others (for example, students, support staff, or community members). It is recommended that the building team be representative of the school community, wherever possible, (e.g., ESL, Special Education, Gifted and Talented, etc.)**
- 4) Terms for members of each building team will be two years, but a team member may serve more than one term. For the first year's designated**

membership only, terms for one-half of the team will be two year; terms for one-half of the team will be three years. Parents selected for membership on the building teams must be the parent of a child in that school and membership ceases when the child leaves the school.

- 5) Being a member of a school-based team is a time-consuming endeavor. Members will be expected to attend meetings and consensus training sessions. Each school-based team must determine how to handle absences of a team member, e.g., when that person should be replaced due to excessive absences. Participants are permitted to be on one building team only.**
- 6) The building team will choose, by consensus, a facilitator and a secretary. For the first two meetings, the principal will serve as the facilitator. A different secretary could be selected for each meeting.**
- 7) Participants on the building team cannot be members of the same family.**
- 8) All decisions of the building team are to be made by consensus, not by a vote of the committee.**
- 9) Goals are regularly reviewed and delineated at the building level. The building team shall decide on two or three goals initially, if necessary and forward them to the district committee by April 1st of each year. Once established, means and standards by which all parties shall evaluate improvement in student performance must be determined for each goal.**
- 10) Each building team shall determine a process for its own accountability to ensure that its goals are being met or, if not met, what further steps will be taken.**
- 11) In order to resolve disputes, the following plan was implemented:**
 - a) A consultant was brought in to assist the building team in reaching consensus. A consultant will be utilized again should the need arise.**
 - b) If a dispute remains unresolved, it will be reviewed by the district team.**
- 12) As mandated by the State and Federal requirements for the involvement of parents in planning and decision making, all existing advisory committees such as Chapter I, Committee on Special Education, etc., will be maintained.**

The Board of Education, at its October 18, 1993, meeting adopted the plan for participation by administrators, parents, and teachers in shared decision making and school-based planning.

APPENDIX A

SHARED DECISION MAKING

Issues Which May Be Addressed by Building Level Committees

1. **Strengthening public information program about what is happening at the school**
2. **Examining ways community and business organizations can help schools**
3. **Discussing instructional strategies to attain districtwide performance outcome goals**
4. **Using technology and other supplemental materials**
5. **Discussing grade level articulation**
6. **Combining or integrating subject areas**
7. **Examining the length of instructional periods and scheduling**
8. **Improving student attendance and decreasing tardiness**
9. **Reviewing co-curricular and extracurricular activities and sports programs**
10. **Examining drug and alcohol abuse prevention programs**
11. **Examining staff development programs**
12. **Examining use of community resources**
13. **Reviewing end-of-day dismissal procedures**
14. **Assessing internal building communications plan**
15. **Finding ways to improve communication between teachers and parents**
16. **Recommending pilot programs**
17. **Evaluating ways to improve student self-esteem**

APPENDIX B

SHARED DECISION MAKING

Issues Which May Not Be Addressed by Building Level Committees

- 1. Establishment of proposed budget**
- 2. Adoption of a contingency budget**
- 3. Initiation of probationary appointments**
- 4. Determination of tenure**
- 5. Decision on whether to apply for EIT funds**
- 6. Waiver of no-strike provision of Taylor Law**
- 7. Quality and character of retirement benefits under retirement system**
- 8. Access of school board or its members to personnel files**
- 9. Resubmission of proposition following voter rejection**
- 10. Power to levy taxes**
- 11. Establishment of academic calendar**
- 12. Determination of class sizes**
- 13. Discussions of individual students or teachers**
- 14. Discipline of employees**
- 15. Evaluation of employees**
- 16. Issue of employee salary and fringe benefit**
- 17. Working conditions of employees**
- 18. Qualifications for employment**
- 19. Maintenance of teaching and non-teaching positions**
- 20. Matters in conflict with statute and regulation**
- 21. Overall educational policies and mission of Board of Education**

Issues Which May Not Be Addressed by Building Level Committees
(continued)

22. **Determination of maximum teaching load**
23. **Placement of students in specific grades, including advancement and/or retention**
24. **Assignment of academic credit or grades**
25. **Establishment of school attendance zones**
26. **Closing of school buildings**
27. **Decisions on what instructional programs will be offered**
28. **Determination of district discipline code for student behavior**
29. **Items subject to collective bargaining**
30. **Any items relating to Board of Education policy, Education Law, and Commissioner's Regulations**
31. **Matters which may have the effect of amending, modifying, adding to, or deleting from a district-wide instructional practice/instructional policy must be brought through appropriate committees, i.e., curriculum councils, assistant superintendents, etc.**

APPENDIX C

CONTRACTUAL ITEMS RE SHARED DECISION MAKING

Any negotiated items must be incorporated into the plan required under the shared decision making regulation.

In reviewing our contracts, these items include:

- 1. Selection of instructional materials (library books, periodicals, textbooks, supplementary textbooks, films, filmstrips, and recordings)**
- 2. Involvement in curriculum development and in planning for curriculum implementation**
- 3. Involvement in facilities development and the use of building space**
- 4. Consultation on the school calendar and its preparation**