

**COMPACT FOR LEARNING**

**ROCKVILLE CENTRE**

**DISTRICT WIDE PLAN**

**APRIL 2004**

**Re-certified April 2006**

**Amended and Approved by Board of Education: May 6, 2008**

**Re-certified February 2, 2010**

**Re-certified March 20, 2012**

**Re-certified April 9, 2014**

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## INTRODUCTION

This plan has been developed by the Compact for Learning District Planning Committee in accordance with Section 100.11 of the Commissioner's Regulations. A site-based team will be established at each school to improve and enhance the education of all children through shared decision making. Each site-based team is encouraged to reflect the diverse needs of its school population. Accordingly, all individuals are welcome to participate in this educational process.

## GUIDELINES

### Establishment of the Site-Based Team

#### **A. Representation:**

Each site-based team shall, wherever possible, consist of representatives from the teachers, pupil support staff, administrators, parents, non-instructional staff and students. The table below summarizes the suggested number of participants by group. A school site based team may operate without membership from one or another group

<b>SCHOOL PARTICIPATION</b>		
GROUP	NUMBER	TERM
Teachers	3-5	1 year
Pupil Support Staff (Social Workers, Psychologists, Guidance Counselors, Nurses, Teaching Assistants)	1	1 year
Parents	4-6	1 year
Administrators (Principal or designee if principal not available)	1	1 year
Non-instructional staff (Secretaries, teacher aides, custodians, security)	1-2	1 year
Students*	1-3	1 year

\*At the elementary and middle school levels, students will act in an advisory capacity only.

#### **B. SELECTION PROCESS:**

The number of people representing each constituency (as defined in the chart above) will be determined by the number of people willing to put their names in nomination. If more than the maximum number described

wish to participate, elections may be held. If no more than the maximum number wish to participate, no election will be necessary. An individual may serve on only one site-based team. However, if fewer than the maximum apply, a person may serve on more than one site-based team.

1. **Teachers:** In each building, interested teachers shall place their names on the ballot to be voted upon by the teachers. Shared staff have the option of voting in every building in which they work.
2. **Pupil Support Staff:** In each building, interested support staff shall place their names on the ballot to be voted upon by the support staff in that building. Shared staff have the option of voting in every building in which they work.
3. **Parents:** In each building, interested parents shall place their names on the ballot to be voted upon by the parents who have children in that particular building. One person, one vote per building. Each parent may vote in every building that his or her children attend.
4. **Administrators:** The building principal shall serve as a member of the site-based committee. In the event that he/she is not able to attend a meeting, another administrator designee will be identified by the principal to attend the meeting in his/her place.
5. **Non-Instructional Staff:** In each building, non-instructional staff shall place their names on the ballot to be voted upon by the non-instructional staff in that building.
6. **Students:** In each building, students shall place their names on a ballot to be voted upon by the student population. In the elementary buildings, only fourth and fifth grade students shall be eligible to run.

#### **C. TERM OF OFFICE:**

Members of the site-based team will serve one year and elections, if necessary, will be held each year. If after the election there are fewer than the maximum, a new member may be added to the constituency group of the site-based team. For this purpose, the groups would be defined as follows: teachers, administrators, pupil support staff and non-instructional staff—the collective bargaining organization; for the parents—the parent-teacher association; and for the students—the

student government. With the exception of the school principal, an individual member cannot serve for more than four consecutive terms in the same building.

#### **D. PRACTICES AND PROCEDURES:**

##### **1. Meeting Schedule:**

Convening the first meeting of the site-based team will be the responsibility of the building principal. The days and times of the meetings, which are open to the public, will be determined by consensus of the site-based team and will be posted in each building. No interruption of instruction will occur. Flexibility of scheduling to accommodate needs of all members will be encouraged when possible. The site-based team is encouraged to meet twice each month with a minimum of one meeting per month.

##### **2. Decision Making Procedure and Training:**

Group decisions will be made by consensus. At the elementary and middle schools, the level of student participation will be on an advisory basis with the realization that there must be flexibility to accommodate time, age, and other constraints. At the high school, whether the students participate in an advisory capacity or as full team members, will be determined by the site-based team. All team members will receive appropriate training within two weeks of the election.

##### **3. Responsibilities of Membership:**

Regular attendance and active participation will be expected of all members. Missing three consecutive meetings may be grounds for removal from the site-based team. Clearly defined procedures for maintaining membership and identifying possible consequences for non-attendance will be established at the building level and forwarded to the District Compact Team as soon as possible, but no later than December 1 of each year. It will be the responsibility of all members to maintain open lines of communication with their constituent groups.

**4. Leadership:**

The site-based team will adopt a plan to determine leadership and procedural issues of the team. A written summary, including attendance, will be kept of each meeting. Copies of the summaries will be forwarded to the District compact Team and will be available in each building within seven days of approval by the respective teams.

**5. Participation of Community Members:**

The site-based teams, on an as needed basis, may invite other individuals from the community-at-large to participate in discussions of relevant issues.

**EDUCATIONAL ISSUES FOR SITE-BASED BUILDING TEAMS**

The plan as written acknowledges the need for all schools to operate within the context of State law, State regulations, school district policy, and existing employment contracts. The plan also acknowledges that some decisions may involve implementation within buildings, but some will be in the form of recommendations and may include, but not be limited to the following:

**A. COMMUNICATION:**

**1. School/Community—**

Develop and implement effective means for informing the community of school activities and invite members of the community to become fuller participants in the life of the school.

**2. School/Home—**

Review, revise, develop and implement procedures for two-way communications. Communication instruments should inform families of student performance and progress, invite participation in the life of the school and encourage regular communication by parents with instructional and administrative staff.

**3. Inter-school—**

Participate with other site-based teams in establishing a process whereby all schools can share various practices and activities and have a means to facilitate resolution of any concerns.

**4. Intra-school—**

Review, revise, develop and implement procedures for encouraging and supporting communication between and among all staff members.

**B. BUILDING POLICIES AND PROCEDURES:**

**1. Discipline—**

Establish and implement a code of behavior consistent with and supplemental to State regulations, Board of Education policy and Superintendent's regulations.

**2. Extra and Co-Curricular Activities—**

Review current policies and activities. Review, revise, develop and implement policies and activities that will enhance the educational value of the programs.

**3. Maintenance/Safety/Security—**

Review current building policies and practices. Support, develop or revise policies and practices to maintain a clean, safe and secure building. Monitor after-school building utilization and its effect on the physical plan.

**4. Issues Appropriate to Building—**

To be addressed as they arise.

**C. ASSESSMENT:**

**1. Student Performance—**

Examine the results of school-wide, district-wide, and statewide assessment procedures. Develop plans and make recommendations for the improvement of instruction.

**2. Identify and Evaluate Assessment Tools—**

Complete a systematic and periodic review of school-wide, district-wide and statewide assessment procedures of student performance. The purpose of this review is to determine if these instruments provide the school with the information it needs to adequately inform students, parents, teachers and administrators of students' progress and overall school performance.

#### **D. CURRICULUM/PROGRAM:**

##### **1. Needs Assessment—**

Establish a process that will result in the collection of information reflecting the needs and concerns of various constituencies. The purpose of the data collection is to identify concerns and make recommendations for improving the instructional program and materials. Recommendations for change will be made to the Superintendent of Schools. Whenever possible, the site-based teams will be informed of and given an opportunity to provide input to proposed changes in program or curriculum that will impact on their building.

##### **2. Parent/Staff Development –**

Identify needs and make recommendations for parent/staff development.

#### **E. ALLOCATION OF RESOURCES:**

##### **1. Staff Selection—**

Determine a process for participating in the selection of candidates to be recommended to the Superintendent. Initial screening of candidates for principal will be the responsibility of the central administration.

##### **2. Budget—**

Establish priorities for allocation of the building budget for the following year.

##### **3. Utilization of Building Facilities During the School Day—**

To be determined according to the needs of each building.

#### **MEANS AND STANDARDS OF STUDENT EVALUATION**

The means and standards by which the site-based teams will evaluate improvement in student achievement may include but are not limited to:

1. *New York State tests/standardized tests*
2. *Teacher-made tests*
3. *Report cards*
4. *Progress reports*

5. *Parent/teacher conferences*
6. *Portfolios and performance assessment*
7. *Individual diagnostic/prescriptive tests*
8. *Cluster/team meetings*
9. *Other, as determined by site-based teams*

## **ACCOUNTABILITY**

Site-based team members will be accountable to their personal constituencies, the building team, and for the implementation of the plan.

Active participation and consistent attendance are expected of all members. Each team member is responsible for representing the views of his/her constituency, gathering input, providing feedback and sharing information and ideas on an on-going basis. The building teams will establish methods for on-going communication with constituent groups and the community at large. Once the building team makes a decision, each member has the responsibility to support the decision and its implementation.

Each site-based team will conduct an annual written evaluation to determine the effectiveness of the team. A self-evaluation by team members and an evaluation by constituent groups will be included. The results of this evaluation will be used to improve the effectiveness of the teams and will be filed with the District Compact Team.

## **DISPUTE RESOLUTION**

In the event that a decision cannot be reached by consensus, the building team may submit a written request for assistance to the District Compact Team. This written request will be submitted to the Superintendent's Office for distribution to the members of the District Compact Team. The District Compact Team will provide an impartial team comprised of an administrator, a teacher and a parent to help facilitate resolution of the building team dispute.

If an individual has a concern with the operating procedures of the team, he/she should first raise this concern in writing with the building team. In the event that it cannot be resolved within the building team, the individual may submit to the Superintendent's Office a written request for assistance from the District Compact Team.



## **DISTRICT COMPACT TEAM**

The District Compact Team will be composed of:

- Superintendent of Schools
- Administrators appointed by the District's administrative bargaining organization(s);
- Teachers appointed by the teachers' collective bargaining organization(s);
- Parents appointed by PTA Council. However, parents who are employed by the District or employed by a collective bargaining organization representing teachers or administrators in the District cannot represent parents on the committee.

If a member of the District Compact Team resigns, a replacement will be chosen by the constituency group. Appointments are annual.

The role of the District Compact Team will be as follows:

- to serve as a resource for site-based teams by providing clarification of the District's Plan for site-based teams and facilitating dispute resolution for site-based teams;
- to review site-based team's summaries of meetings for the purposes of reviewing and monitoring the effectiveness of the District's plan;
- to serve as a conduit for distributing information to all site-based teams;
- to identify training programs for site-based teams and to forward recommendations for training to the Board of Education;
- to evaluate, assess and to amend the performance of the District's shared decision making process;
- to develop a re-certification plan as per State regulations.

Since the District-Wide Plan must be submitted to the Commissioner of Education for approval, the District Re-Certification Committee will be responsible for reviewing and amending it. The District Compact Team will serve as the District Re-certification Committee.

## Practices and Procedures—

- The days and times of the meetings, which are open to the public, will be determined by consensus by the District Compact Team and will be posted in each building. The District Compact Team will meet a minimum of four times each year or as needed.
- Regular attendance and active participation will be expected of all members. Poor attendance may be grounds for removal from the District Compact Team.
- The District Compact Team will continue to share the leadership responsibility by rotating the position of chairperson. A written summary, including attendance, will be kept of each meeting and forwarded to the site-based teams and the Board of Education.
- It will be the responsibility of the District Compact Team to maintain open lines of communication with the site-based teams and the Board of Education. Each site-based team is invited to send a representative to the District Compact Team meetings. Although not members, they will serve as liaison and assist in communication.

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