ISLIP SCHOOL DISTRICT
Compact for Learning

“This We Believe . . . A School District of Quality”

MISSION

The Islip Schools, in partnership with the community, will empower all students to achieve excellence.

THE OBJECTIVE OF THIS PLAN IS TO IMPROVE STUDENT PERFORMANCE.

Performance means that students are able to learn, apply what they learn, create a work ethic, and be responsible.

Adopted 7/6/93 – Recertified 1/16/96 – Recertified 1/20/98 – Amended 7/10/00 – Amended 8/27/02 – Amended 6/15/04 – Amended 6/20/06 – Amended 7/1/08 Amended 7/7/10 – Amended 10/18/12 – Recertified 10/20/15 – Recertified 7/5/17 – Amended 2/12/19
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I. PREAMBLE

The genesis of the Shared Decision Making Committee is NYSED Commissioner’s Regulation 100.11, requiring a district to plan for the participation of parents and teachers in school-based planning and shared decision-making. This committee is advisory in nature.

In accordance with a New Compact for Learning, the Islip School District supports:

- A partnership of stakeholders in school-based planning and shared decision making designed to empower all students to reach or exceed the state, district and school standards of excellence for pupil performance;
- A partnership of stakeholders in identifying educational issues, which will be subject to cooperative planning and shared decision making, resulting in the creation of innovative approaches, practices, and programs that improve student outcomes; and
- Comprehensive planning and shared decision making in schools are critical elements of New York’s educational reform effort in building the capacity of schools to help students and schools improve their performance. As schools continue to align curriculum with the learning standards and new State assessments, the central role and focus of the shared decision making teams is: to engage in comprehensive district-wide and building-level planning; make decisions based on multiple measures that focus on the improvements of teaching and learning; and create conditions for a positive environment for teaching and learning.
- The provision of a variety of life experiences.
- Fostering of social/emotional learning
- Encouraging healthy choices and community integration.

II. DEFINITIONS

- **Shared Decision Making (SDM)** – is a decision-making process that shall be used to implement educational programs, to decide issues, and to resolve problems. In this process, the people responsible for implementing the program and the individuals accountable for or directly impacted by the results are committed to taking whatever time is necessary to reach decisions by consensus.

- **School-Based Management** – is a process of decentralized, shared decision-making that places authority and responsibility for decision making with those closest to the students – the administrators, teachers, parents, and students, where applicable, at the individual school site. These individuals are in the best position to know the mix of resources and practices that can meet both system-wide goals and students’ needs. Increased autonomy at the building level must be accompanied by increased accountability for simultaneously accomplishing district goals and individual building objectives.

- **Stakeholders** – are individuals who have a direct interest in Islip students, including Board of Education members, administrators, teachers, parents, students and community members.
• **Consensus** – is the decision-making process by which all members come to a mutual agreement upon and support of the decisions that are made (not a voting process).

• **Quorum** – is established when a simple majority of each constituent group is in attendance.

• **Majority/Minority Decision** – All attempts to reach consensus should continue to be the standard in all operations of the Shared Decision making committee. However, sometimes it is recognized that this is not possible, and the building Shared Decision making committees turn to the conflict resolution procedures contained in the Compact for Learning for assistance. If the utilization of the conflict resolution provisions of the Compact for Learning does not result in the movement toward consensus, it is recognized that one person should not be able to stop or block a Shared Decision making decision. With this in mind, the Compact for Learning would support a majority decision with the minority members having the opportunity to voice their opinion. This will guarantee that all voices are heard on a particular issue, but also permit the group to move forward. This majority decision would be achieved with the support of the quorum (by definition) present.

It should also be noted that the use of the majority/minority decision does not eliminate the use of consensus, but rather provides another option in the decision making process. All efforts to reach consensus should be exhausted before utilizing the majority/minority decision process.

• **Vision Statement** – A statement of common threads:
  
  • *Foundation* – provides sustained professional development and will empower life-long learning
  • *Culture and Climate* – safe, open, collaborative, creative, nurturing, supportive, and inclusive environment
  • *Curriculum* – enriched, equitable, challenging, focusing on early intervention & equal access support
  • *Respect* – for all members of the school community; learning/teaching styles, equal access and opportunities to all curriculum and extra-curricular activities
  • *Student-demonstrated Outcomes* –, life skills, academic achievement, respect, character & emotional well-being
  • *Commitment* – to consistency, measuring and celebrating success by using multiple measures for decisions, incorporating technology, being fiscally responsible & communicating to all stakeholders

• **Mission Statement** – is a statement of purpose. The District’s mission statement is: "The Islip Board of Education, in partnership with the community, will empower all students to achieve excellence and reach their full potential. Learner-focused instruction will provide the whole child with the opportunity to acquire the skills necessary to become a productive and successful member of society."
III. **THIS WE BELIEVE . . . A SCHOOL DISTRICT OF QUALITY**

On June 26, 2007, the Islip Board of Education adopted a long range planning document entitled, *This We Believe . . . A School District of Quality*. This document was revised in December 2018. Shared Decision Making committees should base their work on the tenets of the Vision and Mission Statements, as well as the Essential Components, District Priorities, and Characteristics of Quality (see Addendum E).

IV. **FIVE COMPONENTS OF EFFECTIVE RESTRUCTURING**

A. A common vision that is shared by the school community.

B. School governance that is inclusionary and involves all stakeholders in shared decision making.

C. School policies and organizational structures that promote learning for all students.

D. Curriculum and instruction that meet students’ diverse learning styles.

E. Expanded professionalism for teachers and staff that includes new roles within the school and increased opportunities for renewal and individual growth.

V. **BASIC PRINCIPLES**

The basic principles which are the foundation of the process for shared decision making in the Islip School District are:

- The purpose of school-based planning and shared decision-making shall be to create conditions for helping students actualize the best versions of themselves and to improve the educational performance of all students.

- The special knowledge of stakeholders is important and each stakeholder has constructive contributions to make to the process.

- Shared decisions that involve all encourage ownership and commitment to those decisions.

- Different points of view are necessary and important to make the best decisions possible. Shared decision-making is the process through which this is accomplished.

- Shared decision-making allows for more win-win decisions which reduce the number of people who feel left out of the decision-making process and allows for better implementation of the decisions.
VI. BUILDING LEVEL SHARED DECISION MAKING COMMITTEE: PROCEDURES

A. Consensus – All committees shall make every effort to reach decisions by consensus.

B. Conflict Resolution – When a building level committee decides it cannot come to agreement on an issue and there is strong objection by a member(s) of that committee, a conflict exists. At that point, these procedures shall be followed in a timely manner:

1) The Superintendent of Schools shall be contacted.

2) An advisory team shall be organized consisting of representatives of administrators, teachers, parents and others, where applicable. The specific members shall be appointed by the heads of the organizations.

3) The members of the advisory team must be members of the District Shared Decision Making committee or designated by the District Shared Decision Making committee.

4) Members of the Shared Decision Making committee experiencing the conflict cannot participate as representatives on the advisory team.

5) The Superintendent of Schools will meet with the chairperson of the advisory team to share information regarding the specific charge to the advisory team.

6) The advisory team shall meet with the Shared Decision Making committee, listen to the issues, and give advice and direction for possible resolutions.

7) After the advisory team meets with the respective building level Shared Decision Making committee to review the expressed conflict, the chair of the advisory team will meet with the Superintendent of Schools to provide feedback, etc. The Superintendent of Schools will review the findings of the District Shared Decision Making committee advisory team to ensure that all issues of concern fall within the jurisdiction of the respective building Shared Decision Making committee.

8) After considering the advice of the advisory team and additional comments of the Superintendent, the final responsibility to resolve disputes will rest with the building Shared Decision Making committee

C. Term of Office – Length of office for individual positions will be left to the discretion of each building level Shared Decision Making committee with a term maximum of three years. A year of Shared Decision Making service will coincide with the regular school calendar (September through June). New members will be recruited by their respective building Shared Decision Making committees during the month of April prior to their start in September. If available, these new members will be invited to the June meeting of their respective Shared Decision Making committee.
Regarding parent service on a Shared Decision Making committee, it is recognized that new participants and new ideas will benefit the overall process. To this end, it is understood that after a parent completes three years of Shared Decision Making service, he/she must wait a period of three years before serving on an Shared Decision Making committee again. If, after extensive attempts, a building level Shared Decision Making committee is not able to fill a respective parent position, this three year waiting period may be waived.

D. **Vacancy** – In the event of a vacancy, the committee shall fill the position with a person from the same constituent group, appointed by his/her constituent organization until the next scheduled selections.

E. **Removal from Committee** – Each committee shall establish by-laws. By-laws shall include removal procedures.

F. **Committee Funds** – Special funds may be used to support professional development, training, work sessions, visitations or other similar needs for the effective operation and/or goals of the committees. Each committee will follow accounting procedures for all fiscal matter as determined by the School Business Administrator, and funds should be encumbered by February 1.

Requests for approval to use Shared Decision Making committee funds must be submitted to the Assistant Superintendent for Curriculum and Instruction PRIOR to making actual expenditures. All requests must be submitted no later than March 1st of each school year. The central office review process will be completed within two weeks. After gaining approval for use of Shared Decision Making committee funds, submission of requisitions, receipts, purchase orders, etc. is expected and should include the name of your school, the words “Shared Decision Making,” and the following budget code: 2070-440-00-040. (Shared Decision Making funds shall not be used for refreshments.)

    *See Addendum B: Request for Use of Shared Decision Making Committee Funds.*

G. **Release Time** – Each committee shall allocate release time at its discretion for its members. Such time may be used for meetings, visitations, or any other similar purposes in furtherance of the goals of this process. Limits on release time during school days must reflect sound educational practices and budgetary considerations.

H. **Open Meetings** – All committee meetings shall be open to attendance by stakeholders as observers. The committee will provide an opportunity for observers to express their views at each meeting.

I. **Sub-committees** – Ad hoc sub-committees shall be appointed for the purpose of informed decision making by the building committee. Shared Decision Making committees are encouraged to involve greater segments of the school community by establishing action teams to focus on specific issues on a needs basis. Members of the action teams should be chosen from outside the building team. One member of the building team should serve on the action team to facilitate communication and act as liaison to the building team.
VII. BUILDING LEVEL SHARED DECISION MAKING COMMITTEE: RESPONSIBILITIES

All building level committees must engage in these activities:

A. To ensure that the shared decision-making process will provide the best possible education for our students; that there is agreement among all relevant parties to work together to improve educational performance for all students.

B. To facilitate the involvement of every staff member and all relevant constituencies through effective communication. Every effort shall be made to establish a strong communication link between the school and the community.

C. To ensure that building goals are developed consistent with District goals and to develop and implement plans to achieve those goals. The setting of annual goals for the building is to be consistent with the District’s Long-Range Planning Initiative: This We Believe . . . A School District of Quality (see Addendum E). Building goals should focus on student achievement and/or enhancing the educational environment. The goals are to be sent to the Superintendent of Schools by the end of October of the new school year. The Superintendent will prepare a report to be sent to the Board of Education no later than the end of November.

To develop plans for achieving established goals, and to make sure such plans meet these standards:

- Plans shall incorporate an effective evaluation design to measure achievement of desired learning outcomes

- Committees shall be held accountable for:
  
  a. measurable outcomes related to the committee’s decisions;
  b. providing a variety of life experiences;
  c. encouraging healthy choices and community integration;
  d. fostering social/emotional learning

Plans must have been developed in consultation with school staff, parents and other affected stakeholders.

D. To evaluate the shared decision-making process at the building level on an ongoing basis.

E. To develop and recommend a building committee budget consistent with building/district goals.

F. To report actions taken in the form of minutes to the Superintendent of Schools or a designee within seven days of such meeting. The Superintendent of Schools will include a summary of committee activities in a report to the Board of Education at their request. It is also expected
that each Shared Decision Making committee will share the minutes of its monthly meetings with other building Shared Decision Making committees. (See Addendum C: Minutes of Shared Decision Making Meetings.)

G. To make recommendations to be submitted to the Superintendent or a designee in the area of building level personnel selection.

VIII. BUILDING LEVEL SHARED DECISION MAKING COMMITTEE: AUTHORITY

A. Building committees shall have the authority to make decisions and be accountable in the following areas:

1) Recommendations – Make recommendations to be submitted to the Superintendent or a designee in areas such as, but not limited to:
   - Program and Course Development
   - Hiring Committees
   - Co-curricular Activities

2) Academic Accountability – To analyze the needs of the building through the assessment of school data, standardized and State test results, to determine how effectively the school is serving its entire population and if specific goals are being attained. Committees are responsible for developing a thoughtful process for determining and assessing student achievement. The means for assessing students may include, but are not limited to, the use of standardized results (e.g., achievement tests, percentage of students enrolled in Regents courses, and achievement of mastery in a given subject). In addition, committees may also include a system of student performance-based outcome assessments in determining the standards of excellence for the school.

3) Staff Development Programs – All programs shall be geared to the improvement of instruction which will lead to the attainment of stated outcomes and support the district professional development plan.

4) Curriculum Development – Curriculum projects shall support the State Education Department mandates, the District’s mission statement and the established standards and outcomes.

5) Selection of Instructional Materials – Materials shall provide direct support for curriculum goals and outcomes.

6) Student Behavior – Student behavior is not limited to discipline, but also includes social interaction, maturation, and the development as a productive member of the community.
B. Guidelines for Decisions

1) Decisions may not affect other buildings.

2) Decisions shall be in compliance with Federal and State laws and mandates, Commissioner’s Regulations, Board policies, District’s Long Range Planning Initiative: This We Believe. . . A School District of Quality, standards, procedures, policies, and bargaining unit contracts.

3) Financial implications shall be limited to budgeted allocations (building budgets) as determined by the district. Funds for areas such as salaries, maintenance, transportation and other similar categories shall not be considered available to the committee.

4) No resources can be expended or allocated by a committee if the committee does not have the resources at its disposal.

5) Any decisions requiring additional funding or a change in policy shall be forwarded to the Superintendent or a designee in the form of a recommendation. Areas of decision making currently requiring Board of Education approval will still require Board approval.

6) Certain crisis situations shall continue to be handled by the principal.

7) Once constituted, the committee shall determine its own internal procedures, such as how to select a chairperson and secretary, the methods by which they will individually and collectively report to and collect suggestions from their constituency, the methods by which they will ensure communication with under-represented or non-represented groups, develop a dispute-resolution process in line with District Shared Decision Making committee guidelines, and determine, if necessary, the number, membership and kinds of ad hoc sub-committees.

8) Members of Shared Decision Making committees may be asked by the Board of Education to attend Board of Education meetings for the purpose of sharing developments/decisions regarding programs in which the Shared Decision Making committees have been involved.

IX. BULDING LEVEL SHARED DECISION MAKING COMMITTEE: MEMBERSHIP

Shared Decision Making committees must fill their membership for the new school year prior to the end of the previous school year and submit this information to the attention of the Superintendent no later than May 1st. (See Addendum D: Shared Decision Making Membership Form.) Those Shared Decision Making committees that wish to include new parents, new staff, and/or new administrators may submit the list to the Superintendent no later than October 1.

Inherent in the Commissioner’s Regulations for Shared Decision Making is the expectation that all constituent groups will participate in this most important initiative. If a situation arises whereby
constituents demonstrate interest to serve on an Shared Decision Making committee, but respective constituent leadership chooses not to support their candidacies, thus creating vacant positions and the possible exclusion of that organization as a participant in the shared decision-making process, the president of the respective organization will be called upon to address the situation. The president will take whatever means are necessary to bring this constituent group into full compliance with the regulation.

Each constituent group will select its representative(s) on the committee. The number of members listed below is a minimum.

**Wing Elementary School**

One Principal By position

Two Teachers† Preferably one each from K and grade 1, Student Support Services, and special area; selected by Teachers’ Association

Two Parents† Preferably two members from the PTA and one member from each of the following groups: Booster Club, IAMP and SEPTA. If an organization is unable to provide a member, then the PTA will be asked for additional representatives.

**Commack Road and Sherwood Elementary Schools**

One Principal By position

Two Teachers† Preferably one classroom teacher and one from Student Support Services, or a special area; selected by Teachers’ Association

Two Parents† Preferably two members from the PTA and one member from each of the following groups: Booster Club, IAMP and SEPTA. If an organization is unable to provide a member, then the PTA will be asked for additional representatives.
### Middle School

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<th>Role</th>
<th>Description</th>
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<tr>
<td>One Administrator</td>
<td>Selected by Administrators’ Association</td>
</tr>
<tr>
<td>Four Teachers*</td>
<td>Preferably one classroom teacher from each grade, one special area teacher, one representative from Student Support Services, and one department chair or coordinator; selected by Teachers’ Association</td>
</tr>
<tr>
<td>Minimum of Three Parents†</td>
<td>Preferably one PTA member from each grade level and one member from any of the following groups: Booster Club, IAMP and SEPTA. If an organization is unable to provide a member, then the PTA will be asked for additional representatives.</td>
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<tr>
<td>Two Students‡</td>
<td>Preferably one each from 7th and 8th grade</td>
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### High School

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<tr>
<td>One Administrator</td>
<td>Selected by Administrators’ Association</td>
</tr>
<tr>
<td>Five Teachers*</td>
<td>Preferably three teachers representing different disciplines, one representative from Student Support Services, and one department chair or coordinator; selected by Teachers’ Association</td>
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<tr>
<td>Five Parents†</td>
<td>Preferably two members from the PTSA and one member from each of the following groups: Booster Club, IAMP and SEPTA. If an organization is unable to provide a member, then the PTSA will be asked for additional representatives.</td>
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<tr>
<td>Minimum of Four‡ Students</td>
<td>One from each grade level; students selected by self-nomination or teacher/administrator recommendation</td>
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* Each of these categories should be filled as able

* Special area teachers include art, music, home & careers, technology, physical education, reading, guidance, librarian, gifted, ELL (formerly ESL), etc.

** Student Support Services staff includes special education, psychologist, speech, and social worker.

*** All parents who serve must have children enrolled in the school.

**** Teachers and administrators must work in the building of the Shared Decision Making committee on which they serve.

***** No person may be a member of more than one building-level Shared Decision Making committee However, when membership in certain representative parent organizations (IAMP, Booster Club, and SEPTA) is limited, members of these parent organizations may serve on more than one building level Shared Decision Making Committee.
***** When scheduling meeting dates/times, building Shared Decision Making committees will make an effort to accommodate the availability of all stakeholders.

X. DISTRICT SHARED DECISION MAKING COMMITTEE

A. History – The District Shared Decision Making committee developed a plan for adoption by the Board of Education on July 6, 1993. This plan described the participation by parents, teachers, and administrators in school-based planning and shared decision-making.

The District plan specified the following:

- The educational issues which will be subject to the cooperative planning and shared decision making at the building level;
- The manner and extent of the expected involvement of all parties;
- The means and standards by which the parties will evaluate improvement in student achievement;
- The means by which all parties will be held accountable for the decisions;
- The process in which disputes about the educational issues being decided will be resolved at the local level; and
- 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.

B. Membership (Determined by the Board of Education)

One Superintendent

One Central Office Administrator

Minimum of three Administrators from Association*

Seven Teachers from Association, including one from each building Shared Decision Making committee and two at-large*

Five Parents/Guardians with representation from each building Shared Decision Making committee guaranteed*, **

Two Community Members

* District Shared Decision Making members must also be members of building Shared Decision Making committees.
When the presidents of each PTA is contacted by the Superintendent of Schools for names to fill these five parent District Shared Decision Making seats, she/he is encouraged to recruit parents/guardians who are also members of SEPTA, the Booster Club, and IAMP. This may necessitate conversations with the presidents of these organizations to identify respective candidates to fill these five parent District Shared Decision Making seats.

C. Responsibilities

1) At the May meeting of the District Shared Decision Making committee, the District Shared Decision Making committee will recommend District goals to the Board of Education for the following school year as generated by respective Shared Decision Making committees;

2) Coordinate and facilitate communication among building level Shared Decision Making committees;

3) Review building level Shared Decision Making committee goals at beginning and end of school year;

4) The District will provide training for building level Shared Decision Making committees during the months of September and October, once all membership spots are filled. Various delivery systems will be explored to ensure that an adequate level of training is made available to all Shared Decision Making committees.

5) Resolve disputes as per procedures outlined section VI-B (Conflict Resolution) of this document.

6) Discuss other Shared Decision Making committee-related issues as warranted.

D. Meetings – Meetings will take place during the months of November and May. (Additional meetings may be scheduled as needed.)
ADDENDUM A

GROUP DECISION THROUGH CONSENSUS

This is an exercise in the use of consensus to make group decisions. Consensus is not the same as unanimity. A vote of 12 to 0 is unanimous, but it may not be based on consensus. The essential feature of a consensus is not that a decision has been agreed to by all members, but that all members have complete understanding of the reasoning leading to the decision and that all members are willing to support the decision. Each member may not completely agree with the decision, but all should feel that they have had a fair chance to influence the decision, that others have understood their information and opinions, and have taken them into consideration prior to making their decision.

The final decision, therefore, is one which all members of the group understand and are willing to give informed support. In striving for consensus, the emphasis is upon reasoning about the problem and creating solutions together rather than on coercing and persuading others to adopt a particular solution.

Since consensus is difficult to achieve, the following guides may help:

1) Approach the task by sharing information, reasoning together and exploring possibilities together, instead of struggling to change other persons’ minds to coincide with your position.

2) Try to view disagreement and differences of opinion as showing the need for fuller communication and fuller mutual understanding rather than as evidence of individual stubbornness.

3) Avoid changing your mind only for the purpose of giving an appearance of unanimity. Support only those solutions which you thoroughly understand and believe to have a reasonable basis.

4) In making your decision, avoid trading support with an individual group member or bargaining with the group.

5) When the group is deadlocked and the issue seems to have been thoroughly examined, try to create a method of resolution which all members can support as the best course of action at the specific time. By doing this, you will develop consensus on the method of deciding the issue.
ISLIP PUBLIC SCHOOLS
REQUEST FOR USE OF SHARED DECISION MAKING FUNDS

Building __________________________

Name(s) of Shared Decision Making Member(s) Making This Request ____________________
________________________________________________________________________________

Date ______________________________

Name of Activity _____________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Describe how this activity will improve student performance. _______________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Amount ($$$) Requested __________________________________________________________

Send to attention of Assistant Superintendent for Curriculum and Instruction, Administration Building, PRIOR to making actual expenditures.
ISLIP PUBLIC SCHOOLS

MINUTES OF SHARED DECISION MAKING MEETINGS

SCHOOL: _________________________ DATE OF MEETING: _________________

PRESENT:

ABSENT:

ITEMS DISCUSSED:

DATE, TIME, PLACE OF NEXT MEETING: ________________________________

______________________________________________________________
                                                 Signature of Chairperson

Cc:    Faculty and staff within your building
       Other Shared Decision Making committees in the District
       Superintendent of Schools
## ISLIP PUBLIC SCHOOLS

### SHARED DECISION MAKING MEMBERSHIP FORM

**School Year**

**SCHOOL:** ______________________  **CHAIRPERSON:** ______________________

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<tr>
<th>POSITION</th>
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ISLIP PUBLIC SCHOOLS
215 Main Street
Islip, NY 11751

This We Believe...A School District of Quality

BLUEPRINT

With much appreciation to our colleagues of the Webster Central School District located in Webster, New York, whose work has served as our starting point on a journey towards quality.
ISLIP PUBLIC SCHOOLS “This We Believe... A School District of Quality”

**Vision (Common Threads)**
- **Foundation** – provides sustained professional development and will empower life-long learning
- **Culture** – safe, open, collaborative, creative, nurturing & supportive
- **Curriculum** – enriched, equitable, challenging, targeting early intervention & alternate opportunities
- **Respect** – for diverse learning/teaching styles, equal opportunities and alternate extra-curricular activities
- **Student-demonstrated Outcomes** – learning growth, life skills, citizenship, respect, character, & healthy wellness choices
- **Commitment** – to consistent rules, measuring and celebrating success by using data-driven decisions, incorporating technology, being fiscally responsible & communicating to all

**Mission**
The Islip Schools, in partnership with the community, will empower all students to achieve excellence.

**Essential Components**
- **District Organization**

**District Priorities**
- Effective Organizational Design
- Idealistic Organizational Culture
- Effective School Board and Superintendent
- A Supportive Community Relationship
- High Quality Instructional Program
- High Quality System for Assessing Student Learning
- High Quality School District
- Systematic Professional Development
- Effective Staff Recruitment
- Fair & Helpful Employee Supervision/Evaluation System
- Employee Satisfaction
- Effective Financial Management
- Effective Administrative Operations (B&G, Food Services, Transportation)
Essential Component  
Community Relationship

District Priorities  
Supportive Community Relationship

Characteristics of Quality  
Welcoming  
Collaborative  
Connected/open and transparent  
Supportive
Student Achievement & Well Being

High Quality System for Assessing Student Learning

High Quality Instructional Program
- Approved by teachers, parents, and students
- Provides diverse teaching & learning opportunities/makes effective use of technology
- Provides engaging instruction
- Provides challenging and meaningful instruction

High Quality School District
- Valid & reliable
- Aligned
- Uses data to track student progress and needs
- Focused on high student achievement
- Provides a safe learning environment
- Addresses student needs and abilities beyond the academics
Essential Component  | District Priorities  | Characteristics of Quality
---|---|---
Human Resources  | Systematic Professional Development  | Defines clear expectations & procedures
Effective Staff Recruitment  |  | Provides quality professional development to support District goals
Fair & Helpful Employee Supervision/Evaluation System  |  | Evaluates professional development activities
Employee Satisfaction  |  | Based on a culture of professional learning and development
  |  | Facilitates collegial exploration & implementation of new learning
  |  | Monitors and supports the implementation of new ideas
  |  | Displays a desire for ongoing self improvement
  |  | Actively pursues their own professional development
  |  | Committed to using new professional learning
  |  | Clear standards and procedures
  |  | Effective staff recruiting & hiring are explicit and produce a highly capable, diverse staff
  |  | Defines & maintains clear evaluation standards & procedures
  |  | Intended to help employees improve job performance
  |  | Makes decisions based on data
  |  | Serious collection & evaluation of data
  |  | Responsive
ISLIP PUBLIC SCHOOLS  “This We Believe . . . A School District of Quality”

Essential Component

District Priorities

Well Managed School District

Effective Financial Management

Effective Administrative Operations (B&G, Food Services, Transportation)

Characteristics of Quality

Strategic resource allocation
Systematic management of resources
Efficient/resourceful
In compliance

Managed systematically
Efficient
Responsive
Self-improving