

CHILDREN FIRST STATEMENT OF PERFORMANCE TERMS

Dear Principal [LAST NAME],

This letter documents your choice of School Support Organization and verifies your acknowledgement of the empowerment and accountability principles that are at the core of Children First. The Children First reforms are based on the following principles:

As principal of [NAME OF SCHOOL] (the “School”), you share the New York City Department of Education’s deep commitment to raising student achievement for all children.

You also acknowledge that Children First holds that students will benefit when principals have clear performance goals to which they are held accountable, greater authority over the key decisions affecting their school communities, financial resources to support the specific needs of their students, and greater discretion over these resources.

In accordance with these principles, the Department will empower you to make key decisions affecting your school community and to exercise greater control over your school’s resources, as you acknowledge the accountabilities, as set out below:

I. EMPOWERMENT

School Support

Every NYC public school is empowered to make key decisions affecting its school community. In accordance with this empowerment, each principal was asked to choose what type of instructional and professional support would best meet the needs of his or her school, in consultation with his or her school community.

On behalf of the School, you hereby choose [SCHOOL SUPPORT ORGANIZATION NAME] to provide support services to help the School community fulfill its academic mission and meet its performance objectives.

The Department of Education will coordinate and provide mandated and operational support for you and the School through [INTEGRATED SERVICE CENTER #]. In addition, the Office of Compliance Services will provide compliance support, monitoring, guidance, and training, and will assess the School’s overall compliance with federal, state, and local laws and regulations.

Financial Resources and Discretion

For the fiscal 2008 year, every school received a supplemental Children First Allocation, which represents funds that were previously spent *on behalf of* schools, rather than *by schools*. In keeping with our commitment to take funds out of the bureaucracy and put them in school budgets, these funds represent additional dollars over which schools have discretion. For the fiscal 2008 year, the Children First Allocation was comprised of \$85,000 in base funding and an additional \$120.48 per student. The average amount disbursed through this allocation was \$166,000 per school.

CHILDREN FIRST STATEMENT OF PERFORMANCE TERMS

In addition, the Department instituted a new Fair Student Funding formula to provide schools with adequate resources to educate each child. No school received less money from Fair Student Funding, and historically under-funded schools received as much as \$400,000 in additional money.

The School received [INSERT CHILDREN FIRST ALLOCATION PLUS FSF AMOUNT HERE] in additional resources in its fiscal 2008 budget. More details regarding these additional resources are included in the Fair Student Funding Guide.

Educational Programming

As the leader of an empowered school, you are granted authority over key educational decisions in your school, including, but not limited to:

- Professional development and instructional support for school staff and administration
- Summer and extended day programming consistent with all applicable contracts, union agreements, laws, and regulations
- School schedule including daily and annual school calendar, provided that the school accepts responsibility for funding any additional associated costs
- Services to ELL and Special Education students consistent with applicable laws and regulations
- Programming for new teacher mentoring

II. ACCOUNTABILITY

Accountability and empowerment are mutually reinforcing values. Particularly in an environment of increased empowerment, the Department holds its principals and schools accountable for improving student performance, and for other indicators of progress and school management. You understand that your performance and that of the School will be measured according to how well they achieve the following:

A. Meeting Academic Performance Goals

Academic performance goals for the School will be outlined and agreed to in your Principal Performance Review. Community and high school superintendents will work closely with the Office of Accountability and will evaluate principals based on their Principal Performance Review goals, which in turn will be informed by schools' Progress Report targets, Quality Review outcomes, and Comprehensive Education Plans.

B. Complying with laws, regulations, and collective bargaining agreements

You are responsible for ensuring full compliance with all applicable federal, state, and local laws, state regulations, Chancellor's Regulations, and applicable collective bargaining agreements.

C. Complying with DOE Citywide Policies

You are responsible for ensuring full compliance with Department of Education policies, including key Children First policies outlined below and subject to change.

a. Social promotion

All students must meet the promotion criteria set forth in Chancellor's

CHILDREN FIRST STATEMENT OF PERFORMANCE TERMS

Regulations in order to be promoted to the next grade. This requirement specifically includes the criteria set forth for students in grades 3, 5, and 7.

b. *Core curriculum*

Every school must use the core curriculum in ELA, Math, and Science (and beginning in 2008-2009 in Social Studies) in those grades for which it is available unless it receives approval to use another curriculum. Any school wishing to use another curriculum must petition to the Deputy Chancellor for Teaching & Learning and demonstrate the effectiveness of the alternative approach.

c. *Parent involvement*

Every school must employ a parent coordinator to facilitate family involvement in their children's education and have a functioning School Leadership Team to support family involvement.

d. *Student Enrollment*

Every school must admit, enroll, and retain students consistent with city-wide policies. Every school is responsible for complying with all student enrollment policies and practices as outlined in enrollment memoranda and Chancellor's Regulations. Student enrollment is inclusive of general and special education and covers all aspects of Pre-K- 12 admissions, enrollment, and registration processes as well as over the counter registration, transfers, non-resident tuition, NCLB Public School Choice and zoning rules and regulations. Every effort must be made to educate the students assigned and follow appropriate attendance, retention and planning interview policies regarding discharge.

e. *Facilities*

Given limited resources, the Department allocates building and physical space to schools to ensure that every student has the opportunity to learn in an effective and safe learning environment. Every school is responsible for aligning its academic program to the facilities allocation indicated by the Chancellor or his designee. In addition, every school is responsible for making good faith efforts to collaborate both with other approved users of the facility and facilities support staff responsible for building maintenance and improvement.

f. *Reporting and Standard Operating Procedures*

Every school must report data in the systems of record in a timely and accurate manner. You are responsible for ensuring that the School follows the Department's Standard Operating Procedures Manual (SOPM) for relevant processes.

D. Demonstrating Fiscal Integrity

You are responsible for expending resources consistent within the School's allocated budget and applicable categorical funding restrictions. You are also responsible for ensuring that the School's spending complies with all applicable grant requirements, with contracting and purchasing policies and procedures, including competitive bidding requirements for procurement card purchases, and with all applicable laws and

CHILDREN FIRST STATEMENT OF PERFORMANCE TERMS

regulations. You must also ensure that documentation required to support revenue claims are complete and timely.

E. Providing a Safe and Secure Learning Environment

You are responsible for ensuring that all incident reports are accurately reported through the Online Occurrence Reporting System and for maintaining a safe and orderly learning environment.

III. REWARDS AND CONSEQUENCES

To ensure that academic and other accountabilities are met, each school's performance will be assessed annually on a quantitative and qualitative basis. Principal performance will be evaluated by the community or high school superintendent per the Principal Performance Review. Informal reviews can happen at any time and may increase in frequency if performance deteriorates. By signing below, you acknowledge the following:

Rewards

Schools with Progress Report grades of A or B and Quality Review scores of Proficient or better and that are otherwise in compliance with the terms outlined herein are eligible for monetary rewards in the form of additional discretionary monies for the school.

Consequences

The Chancellor will consider immediate closure of any school with a Progress Report grade of F and a Quality Review score of less than "Proficient."

Other schools with a Progress Report grade of F and schools with a Progress Report grade of D (or of C for three years in a row) are subject to target setting and improvement planning. If those schools do not improve, leadership change (subject to the provisions of applicable contracts and legal requirements) and restructuring or closure will be considered. A leadership change will be considered in the event that a school makes little or no progress toward meeting student achievement targets over a period of two years, and the Quality Reviews reveal little or no capacity to do so. Should the same occur over the next two-year period, including under the leadership of a new principal, school closure will then be considered.

In addition, the Chancellor and the community superintendent or high school superintendent reserve the right to take appropriate disciplinary action at any time for violations of any of the terms outlined herein, a lapse in professional judgment, insubordination, or any other reason authorized by law. The Chancellor also reserves the right to close or restructure a school where deemed appropriate.

IV. LENGTH AND AMENDMENT

These terms will be in effect for a period of two years from the commencement of the 2007-08 school year through the end of the 2008-2009 school year, unless terminated or modified as provided for herein. The initial School Support Organization selection is a two-year commitment. If you wish to change the School's School Support Organization at the end of the

CHILDREN FIRST STATEMENT OF PERFORMANCE TERMS

2007-2008 school year (Spring 2008) you may petition for permission to opt out by submitting a request in writing to the Chancellor. In the event of a leadership transition, schools will remain with their current affiliation status unless they petition the Chancellor for a change.

These terms may be amended annually by the Chancellor, or his designee, in consultation with you to ensure consistency with the goals and objectives of the Department. The Department reserves the right to modify or cancel these terms and withdraw the School’s autonomy to the extent the Department deems appropriate at any time. By signing below you acknowledge the empowerment and accountability principles outlined above and agree to work with your entire school community to improve student achievement.

In the event of a conflict between these terms and the collective bargaining agreement between the New York City Department of Education and the Council of Supervisors and Administrators, the collective bargaining agreement will govern.

Sincerely,

Joel I. Klein

Chancellor

School Name

School Code

APPROVED:

Principal Name

Community or High School Superintendent Name

Principal Signature

Community or High School Superintendent Signature

Date

Date
