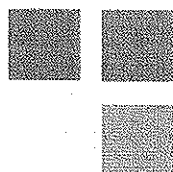




School Leadership Teams: A Foundation for School- Based Planning and Shared Decision-Making



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Reflection

You have been elected to serve a very important role in your school. As a member of the School Leadership Team you will have the opportunity to help shape the school's educational plan. Think carefully about what you can contribute to the team's efforts to ensure the school meets the needs of every student.

- Facilitation skills
- Pedagogical expertise
- Knowledge of family-school best practices
- School community leadership experience
- Familiarity with school accountability tools
- Past SLT experience

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- Every New York City Public School must have a School Leadership Team.
- The SLT plays a significant role in creating a structure for school-based decision making and shaping the path to a collaborative school culture.
- The SLT is the primary vehicle for developing school-based educational policies and ensuring that resources are aligned to implement those policies.
- The SLT assists in the evaluation and assessment of the school's educational programs and their affect on student achievement.
- The SLT develops the school's annual Comprehensive Educational Plan (CEP) that is aligned with the school-based budget.
- In Title I schools, the SLT is responsible for facilitating consultation with Title I parent representatives regarding the joint development of the CEP, Parent Involvement Policy and School-Parent Compact.

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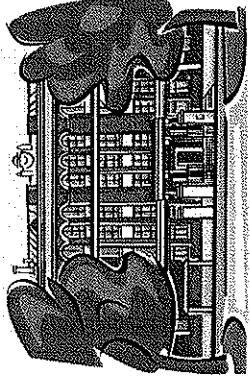
State

- New York State Education Law, Section 2590-h.
- Commissioner's Regulation 100.11



City

- Chancellor's Regulation A-655 (CR A-655)



School

- SLTs are required to establish bylaws that conform to the requirements of CR A-655.
 - Attachment 4 of CR A-655 includes a bylaws template.

Governance

SLT Bylaws

The SLT must develop bylaws that provide operating guidelines for the team. Bylaws give the team structure and serve as an important reference when discussing procedural rules.

The SLT bylaws must address the following:

<u>team composition</u>	<u>roles for each team position</u>	<u>quorum</u>
<u>length of term and term limits</u>	<u>order of business</u>	<u>monthly meeting day and time</u>
<u>method for filling vacancies</u>	<u>role of observers during meetings</u>	<u>method of decision-making</u>

The bylaws can be amended by consensus of the SLT. The final article of the SLT bylaws should include the specific amendment process.

The bylaws should also include the SLT's mission and vision statements.

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Team Composition

The SLT must have between 10 and 17 members.

There are 3 mandatory members of the SLT:

1. Principal
2. UFT Chapter Leader
3. Parent Association President

*Mandatory members select a designee to serve in their place.

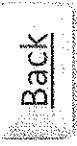
There must be an equal number of parents and staff members on the SLT. Mandatory members are included when determining if an SLT is balanced.

Must Have Balance!

Each constituent group must ensure that SLT elections are open to all members of the constituent group. Elections must be advertised widely and conducted in a fair and unbiased manner.

The SLT may include students (high schools must have at least 2) and representatives from community based organizations (CBOs).

Governance



SLT Positions

Chairperson/Co-Chairpersons

- A Chairperson must be selected from among the SLT's membership.
- The Chairperson need not be one of the mandatory members.
- The Chairperson is responsible for scheduling meetings, ensuring that team members have the information necessary to guide their planning, and focusing the team on educational issues of importance to the school.
- The SLT bylaws may be amended to create Co-Chairpersons who share the Chairperson duties.

Secretary

- A Secretary must be selected from among the SLT's membership.
- The Secretary is responsible for sending SLT meeting notices and for keeping the minutes of SLT meetings. The minutes must be maintained at the school and should be available upon request.

Other Team Positions

- The SLT may amend its bylaws to include additional positions as necessary.
- e.g., Facilitator, Timekeeper, Financial Liaison

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Quorum

The quorum is the minimum number of members that must be present for a meeting to be valid.

The bylaws may state a specific quorum number (i.e., the quorum shall be eight members of the school leadership team) or include a majority clause (i.e., the majority of the school leadership team members shall constitute the quorum).

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Term Length

CR A-655 does not dictate a required term length for elected SLT members.

The most common term length is two years.

Term Limits

CR A-655 does not require term limits for elected SLT members.

Most SLT bylaws have set term limits at two terms and include a provision that allows an individual to seek a third term if there are no other interested members of the constituent group.

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Order of Business

The SLT bylaws must specify the order of business for SLT meetings.

For example:

- Call to Order
- Reading and Approval of the Previous Meeting's Minutes
- Committee Reports
- Discussion of Unfinished Business Agenda Items
- Discussion of New Business Agenda Items
- Creation of Agenda for the Next Meeting
- Adjournment

The Order of Business provision provides a framework for each meeting's agenda.

The Order of Business provision can be amended by consensus of the team.

Governance

SLT Meetings

The SLT should meet at least once a month during the school year.

SLT meetings must be scheduled at a time convenient for the parent members.

Mandatory members or *their designees* are expected to attend all SLT meetings.

The SLT should develop ways to ensure that the school community is notified of upcoming meetings.

- e.g., SLT bulletin board, email distribution list, SLT report at PA meetings

There are 4 key documents that all SLT members should have at each meeting:

1. The CEP
2. The school-based budget
3. The SLT bylaws
4. CR A-655

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SLT Remuneration

SLT members are eligible to receive an annual \$300 remuneration for their service, provided they complete at least 30 hours of service on the SLT and attend a mandatory training session.

- Team members who complete less than 30 hours of service may request remuneration on a pro-rata basis.

Team members are responsible for ensuring that all records documenting the number of hours served are submitted to the Chairperson for processing.

Individual members may choose to waive the annual remuneration and donate the funds to be used for other school purposes.

Attendance and minutes must be recorded at every meeting.

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Filling Team Vacancies

If a vacancy arises, the SLT chairperson should inform the appropriate constituent group of the need to fill the vacancy.

It is important for the SLT bylaws to clearly indicate how many seats on the team are allocated to each constituent group, particularly to simplify the process of filling vacancies.

For example (from the SLT bylaws template):

Section 3 - Members at Large

The remaining members of the team shall consist of:

- *[Insert number] elected parent members*
- *[Insert number] elected UFT member(s)*
- *[Insert number] elected DC 37 member(s)*
- *[Insert number - must be at least 2 for high schools] students*
- *[Insert number - optional] community based organization members(s)*

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Role of Observers

SLT meetings are open to the public. Teams may find that observers from within the school community or beyond wish to attend SLT meetings.

It is important for the SLT bylaws to clearly indicate the role of observers during meetings.

For example:

- Observers may participate upon recognition by the Chair.
- Observers must submit their requests to participate in advance of the meeting.
- Observers will be permitted to participate during the last 15 minutes of each meeting.

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Why Should SLTs Use Consensus-Based Decision-Making?

Consensus-based decision-making is empowering for all members because each member has the ability to influence team decisions.

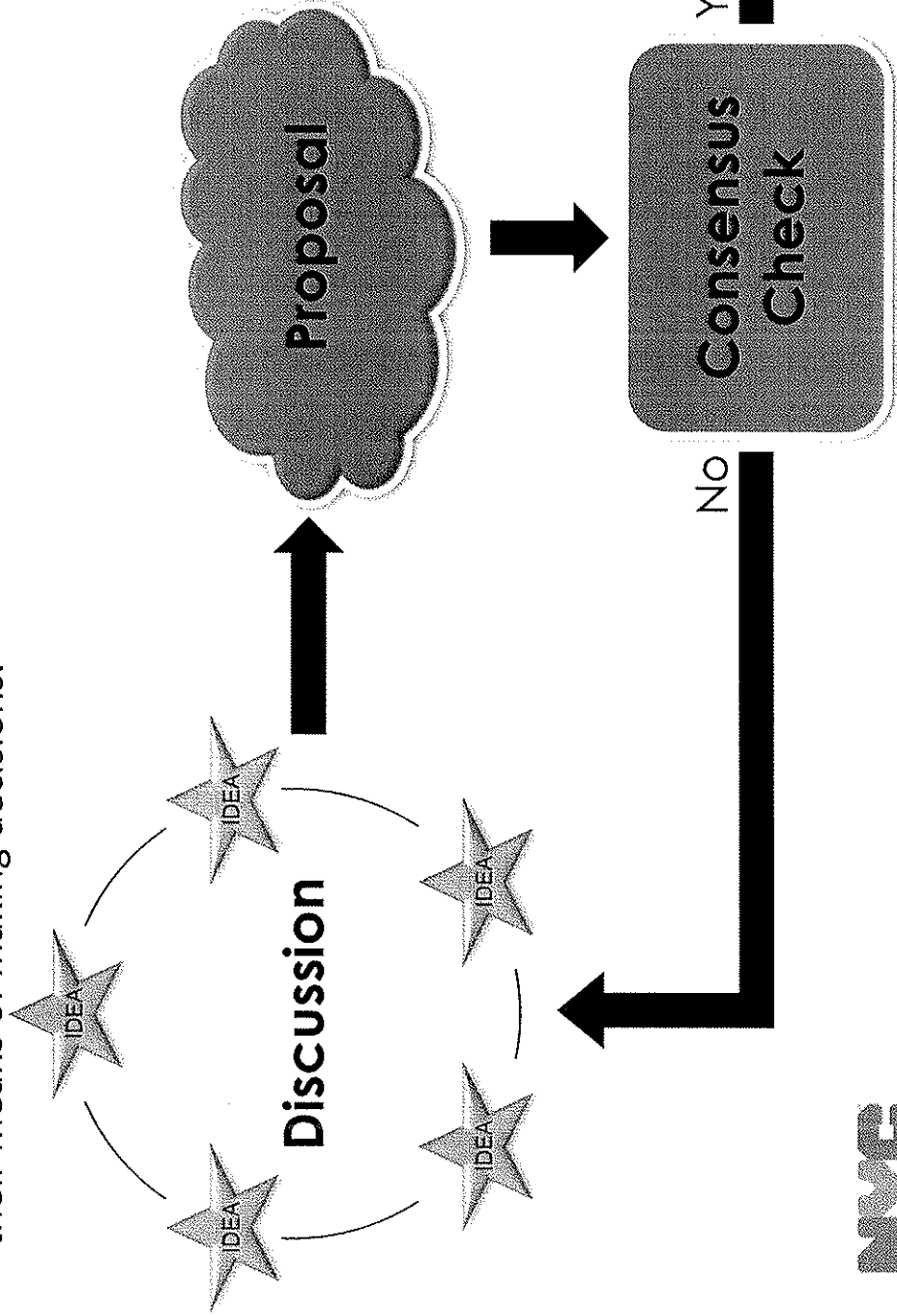
Consensus-based decision-making keeps members from disconnecting from the work of the team. If SLT decisions are made by only a few team members, those left out of the process will not feel invested in the final work product and will have no incentive to see that the team is successful. The responsibilities of the SLT are too important to students for even one member to feel disenfranchised.

Consensus-based decision-making fosters a climate where team members are willing to listen to each other's ideas because a member's concerns about a particular proposal must be addressed before the team can proceed.

Consensus-Based Decision-Making

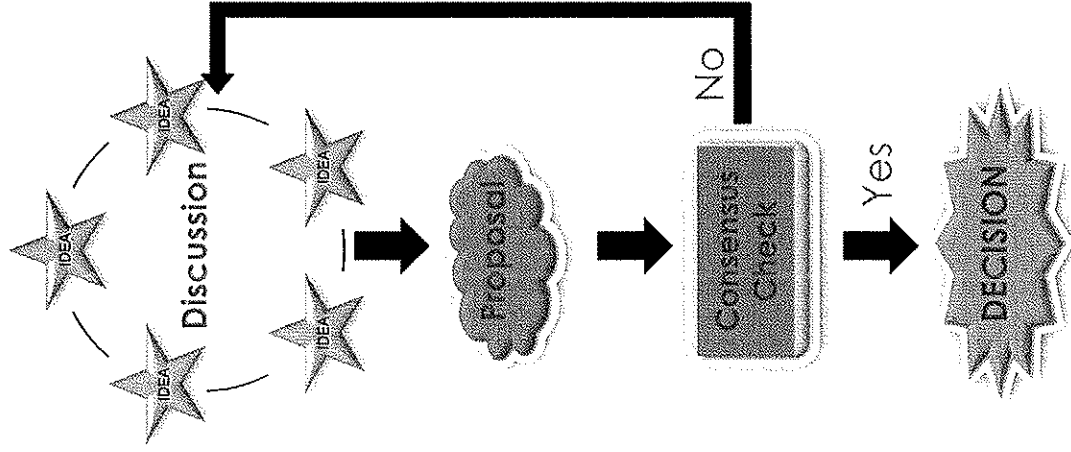
The Model

- To ensure that all members have an opportunity to express their ideas, SLTs must use consensus-based decision-making as their means of making decisions.



- If consensus is reached about a proposal, a decision is made.
- If not, modifications are made to the proposal until consensus is reached.
- Members need not agree about every decision, but those who disagree must be willing to move forward, otherwise consensus has not been achieved and a new proposal must be considered.

Consensus-Based Decision-Making



Sample Consensus Check

- One model for a Consensus Check requires all team members to rate the proposal on a scale from -3 to +3.

+3	"I believe this is the best proposal for the team to pursue."
0	"While I may not agree that this is the best proposal, I won't stop the team from moving forward"
-3	"I will work against the passage of this proposal."

- If all team members rate the proposal at a 0 or higher, consensus has been reached.
- Any team members who rate the proposal from -1 to -3 must reopen the discussion phase by explaining to the team what modifications need to be made to the proposal for them to raise their rating to at least a 0.

Consensus-Based Decision-Making

Potential Pitfalls

If consensus-based decision-making is not working for your team, consider whether the team has fallen victim to one of the common challenges below:

- The issues are not well-defined, or there is disagreement about how they should be defined. (It's important that all members have a clear understanding of the issues)
- Several members have a vested personal interest in a proposal and have lost sight of the team's common mission to serve the school. (Everyone has to be reminded that they are part of a team with a common mission)
- There is a disparity of power and/or resources among the members. The members may have different levels of expertise and different access to information about the problems. (All members have an equal voice on the team. Information should be shared so all members understand the proposals and can actively participate in discussions)

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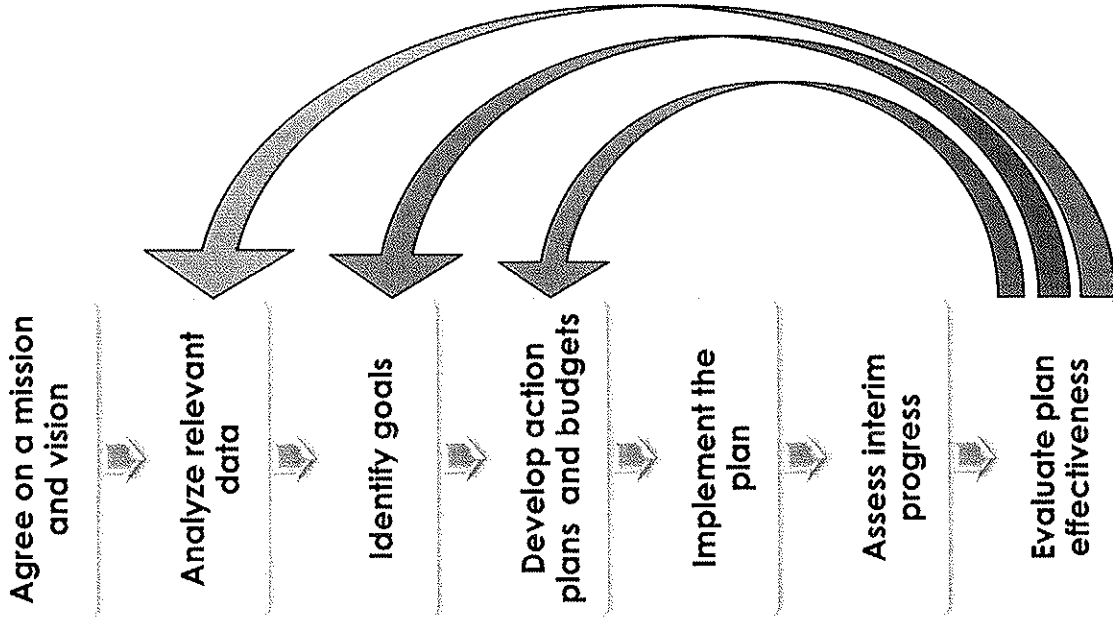
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Steps to Writing the CEP

1. Agree on mission and vision
2. Analyze relevant data
3. Assess and prioritize the needs of the school and identify goals consistent with priority needs
4. Develop action plans reflective of effective strategies and activities to meet goals that are aligned with resources (budget and staff)
5. Implement the plan
6. Assess interim progress toward meeting goals
7. Evaluate plan effectiveness

Comprehensive Educational Planning

CEP Template

The CEP template that streamlines the goal-setting process is available.

CEP components:

- [School Leadership Team \(SLT\) signature page](#)
- [Annual Goal & Action Plan section](#)
- [Academic Intervention Services \(AIS\) report](#)
- [Parent Involvement Policy \(PIP\) and School-Parent Compact \(SPC\)](#)

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CEP Signature Page

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CEO. Core mandatory SLT members are indicated by an asterisk.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PARTA President or Designated CO-President	
	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CEO Representative, if applicable	
	Member/	
	Member/	
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Comprehensive Educational Planning

CEP Goals and Action Plans

ANNUAL GOAL #1 AND ACTION PLAN	
Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.	
Annual Goal #1	<ul style="list-style-type: none"> Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Comprehensive needs assessment	<ul style="list-style-type: none"> Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
Instructional strategies/activities	<ul style="list-style-type: none"> Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: <ol style="list-style-type: none"> strategies/activities that encompass the needs of identified student subgroups, staff and other resources used to implement these strategies/activities, steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.
Strategies to increase parental involvement	<ul style="list-style-type: none"> Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
Strategies for attracting Highly Qualified Teachers (HQT)	<ul style="list-style-type: none"> Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
Service and program coordination	<ul style="list-style-type: none"> Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
Budget and resources alignment	<ul style="list-style-type: none"> Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FF12 PS and OTPS budget categories (i.e., Title I, FSS, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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CEP Goals and Action Plans

There are five Annual Goal and Action Plan templates included in the CEP template.

Each template is comprised of an annual goal and an action plan with six components:

1. Comprehensive needs assessment
2. Instructional strategies/assessments
3. Strategies to increase parental involvement
4. Strategies for attracting Highly Qualified Teachers
5. Service and program coordination
6. Budget and resource alignment

The responses provided for each of the action plan components should align with the specific annual goal identified.

Each school should develop 3-5 annual goals and action plans.

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Academic Intervention Services (AIS) Report

AIS include two components:

- Additional instruction to supplement the general curriculum (regular classroom instruction)
- Student support services addressing barriers to improved academic performance, such as services provided by a guidance counselor, psychologist, or social worker, and/or any health-related services

All schools are required to provide:

- AIS to students who are considered at-risk for not meeting State standards in ELA, math, science, and/or social studies
- related at-risk support services.

Comprehensive Educational Planning

Parent Involvement Policy/School-Parent Compact

All Title I schools are required to develop a parent involvement policy (PIP), which includes a School-Parent Compact (SPC) as a component.

The PIP and SPC must be jointly developed and agreed upon by Title I parents and the school (through the School Leadership Team).

The PIP describes how schools will involve parents as partners in their children's education.

The PIP, through the SPC, describes how the school will work with parents to help all the students meet high academic standards.

The PIP must be evaluated annually by the school in consultation with Title I parent representatives in Title I schools.

The PIP should be translated in the dominant languages spoken by parents in the school and distributed to all parents in the school.

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Support for SLTs

District Leadership Team (DLT)

If the SLT is unable to reach consensus on developing a CEP that aligns with the school-based budget, the SLT may seek assistance from the appropriate DLT.

DLTs will also provide support, guidance, technical assistance, and conflict resolution to the SLTs in their districts.

Division of Family and Community Engagement (FACE)

SLTs in need of support can also contact FACE for technical support.

Questions about this presentation can be sent to FACE@schools.nyc.gov.