# School Leadership Teams: Roles & Responsibilities

# SLT Governance

- **New York State Education Law (Section 2590)**
  http://law.onecle.com/new-york/education/EDN0T2A52-A_A52-A.html

- **Chancellor's Regulation A-655**
  http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf

- **New York State Commissioner's Regulation 100.11**
  http://www.p12.nysed.gov/part100/pages/10011.html

- **Individual SLT By-laws**

# New governance law - 2009

- In the governance law that renewed mayoral control, there was additional language to strengthen the role of the SLT.

- The law says that the SLT must be consulted by the superintendent in the choice of a new principal.

- Also, the principal must consult with the SLT regarding the school based budget, to make sure that the budget is aligned with the CEP.

- If the members of the SLT (other than the principal) believe that the budget is not aligned with the CEP, they can file a complaint with the superintendent.

- The new law also gives SLT's the authority to jointly hold hearings with the DOE over school closings, phase outs, and/ or changes in utilization (co-locations.)

# New Chancellor Regs. A-655

- Adopted by the Panel for Education Policy on March 24th , 2010

- SLT is **responsible for developing the school's CEP** and **ensuring the school-based budget is aligned** with the plan.

- SLT must use **consensus-based decision making** process.

- The **final CEP and the school-based budget must be posted on the DOE's website** and a copy **provided to each SLT member** upon request , at the school.

- To ensure alignment of school based budget, **any member of the SLT may request the Galaxy Table of Organization Report (up to 2 times per semester**).

- Principal shall provide the report **within 5 school days.**

- The **principal determines that the school-based budget is aligned with the CEP** and sends a **written justification to the Superintendent**

- Each SLT must **provide a list of its members and a copy of its current bylaws to the DLT annually by October 31st.**

# Legal Challenge April 2015

- Class Size Matters and Public Advocate Tish James represented by Advocates for Justice and NY Lawyers for Public Interest intervened in a legal case in January,2015 originally brought by a retired teacher who was denied access to a School Leadership Team meeting. The NYC DoE argued the SLTs are only advisory and are not subject to Open Meeting Laws. The court decision acknowledged that SLT's have the authority to create a comprehensive education plan for every school, and that SLT meetings are open to the public.

The judge also affirmed that:

- "If it is filling its statutory role, a school's SLT is not a mere advisor to the principal."
- " The role of an SLT in formulating its school's CEP is one of decision maker."
- "In fulfilling this role, the SLT acts in conjunction with and not subordinate to, the school's principal."
- " The proper functioning of public schools is a public concern, not a private concern limited to the families who attend a given public school."

The DoE has filed an appeal of this decision.

# SLT Composition

- SLTs must have an equal number of parents and staff members – including the Principal

- Mandatory members of the SLT include:
  Principal,
  PA/PTA president (or designee),
  UFT chapter leader (or designee).

- Size: a minimum of 10 and a maximum of 17 members.

- May include representatives from community based organizations (CBOs) and/or CEC.
- High School SLTs include 2 students.

(Students and CBO representatives do not count in the balance requirement).

# Roles and responsibilities of the SLT

- SLTs are required by NYS Education Law to **create the school's Comprehensive Educational Plan.**

- **How?  By developing the school's overall mission, goals, and objectives to help all children reach their full potential and ensuring the school's budget is aligned with that plan.**

- The SLT must be <u>consulted </u>by the principal on the development of the school's **budget to ensure it is aligned with the CEP**.

- The SLT is **not** responsible for the hiring or firing of school staff.

# Scheduling SLT Meetings

- Once per month during the school year

- On school/DOE premises

- At a time convenient to parent members

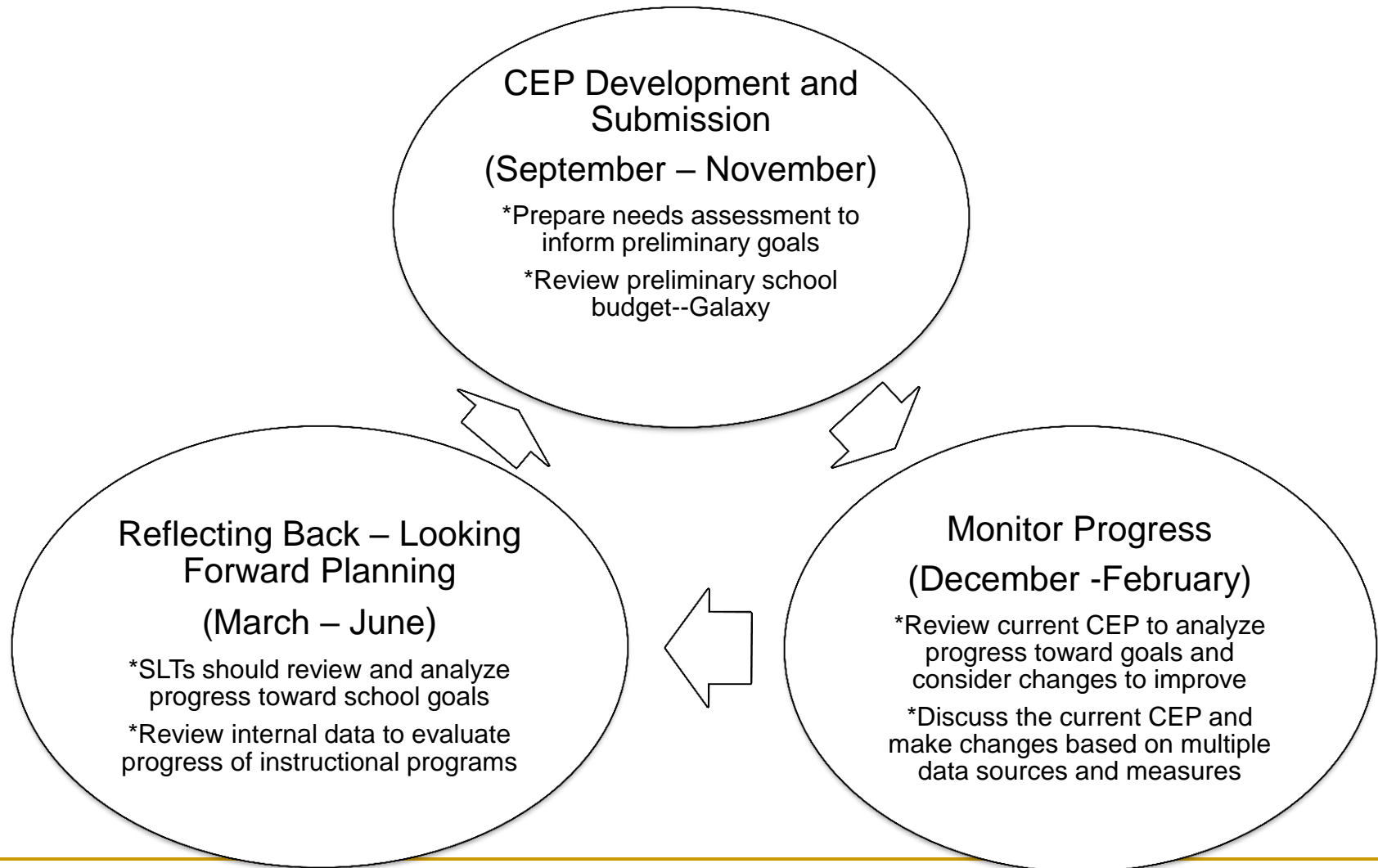- Mandatory members expected to attend all meetings

# Comprehensive Educational Plan

- School Leadership Teams are the vehicle for meaningful consultation and dialogue between parent and staff representatives.

- The CEP should be a product of collaborative discussion among all stakeholders

- The CEP can only be successfully implemented when all partners assume collective responsibility for the results.

- Team members taking collective responsibility for student and school success is the key to creating a credible, workable Comprehensive Educational Plan.

# Ten Steps to Writing the CEP:

- Agree on vision and mission
- Conduct a comprehensive needs assessment
- Establish priorities
- Develop annual goals and measurable objectives
- Select strategies and activities
- Develop an action plan for implementation
- Develop the budget
- Ensure budget and plan are aligned
- Implement the plan
- Evaluate the plan

# Comprehensive Education Plan – 3 Phase Process

**CEP Development and Submission**

**(September – November)**

*Prepare needs assessment to inform preliminary goals

*Review preliminary school budget--Galaxy

**Monitor Progress**

**(December -February)**

*Review current CEP to analyze progress toward goals and consider changes to improve

*Discuss the current CEP and make changes based on multiple data sources and measures

**Reflecting Back – Looking Forward Planning**

**(March – June)**

*SLTs should review and analyze progress toward school goals

*Review internal data to evaluate progress of instructional programs

# Menu of data and tools for CEP development

- Surveys: Teachers/parents/Students
- School-designed assessments
- Portfolio review
- Needs assessment
- MOSLs
- Site visits to other schools
- Parent Teacher Conferences
- Parent/Family workshops
- Letters home
- School list serv
- Curriculum night
- Publishing parties
- Family math nights
- Attendance data
- NYS Test data
- NYC DoE School Quality Snapshot
- NYC School Survey
- Review current CEP
- Galaxy Allocation Budget- preliminary or current
- Parent/Family Involvement Plan

Informal and formal assessments
Teacher-created assessments
Narrative reports
Performance assessment
Visits from service providers
Instructional rounds
Parent/Family meetings
School website
Newsletters
Word of mouth
Open school week
Writing celebrations
Family science night
Enrollment data
NYS school report card
NYC DoE School Quality Guide
Review of CCLS curriculum
Review current DCEP
Galaxy Table of Organization
OTHER:

# Best Practices for SLTs

- Ensure <u>all</u> voices are heard- solicit input from and involve ALL stakeholders.

- Conduct surveys among parents and teachers about what is and what is not working at the school.

- Let discussion be informed by data and other evidence about the quality and effectiveness of educational practices.

- Seek out information about research-based approaches, and learn about similar schools which are achieving good results.

# Best Practices for SLTs

- Identify a few priorities that can be implemented successfully and will produce high-impact results.

- An effective CEP focuses on a few key priorities and aligns its resources (staff, budget, etc.) accordingly.

- The plan is only the beginning:
  - Treat it as a living document and plan to adjust along the way.

- Keys to achieving desired results:
  - Careful implementation
  - Detailed follow-through
  - Continuous evidence-based monitoring of progress: Review of student performance data
  - Make sure that that the plan was actually followed and that the money was spent accordingly.

# Additional Responsibilities of SLTs

- **Develop SLT bylaws** that comply with CR A-655.

- **Attend SLT meetings regularly and actively participate.**

- **Communicate with the members of the school community** in an ongoing and meaningful way.

- Participate on **SLT subcommittees.**

- **Attend mandatory trainings.**

- **Serve on the principal selection committee** and be consulted prior to the appointment of a principal or assistant principal candidate to the school **(C-30)**

- Provide the superintendent with an **annual assessment of the principal** in developing an **effective shared decision-making** relationship with SLT members.

- Provide input to the Superintendent regarding any **changes in school utilization**.

- **Participate and jointly run public hearing** regarding proposals to **close** the school or make significant **changes in school utilization, including any proposed co-locations**

# What if there is no consensus on the SLT regarding the CEP?

- If the SLT cannot reach agreement on the CEP, the team should seek assistance from the District Leadership Team (DLT).

- If the DLT cannot help them achieve consensus, then the community or high school superintendent should step in, and try to facilitate consensus.

- If consensus still cannot can be reached, then the superintendent should make the final determination on the CEP, used only as a last resort.

# The Goals and Action Plan Link the CEP to the Budget

- The **Goals** are key priorities

- The **Action Plans** are steps to accomplish goals

- The **Budget** is the allocation of funds to implement Action Plans

  Galaxy budget for your school can be found online at:

  [www.nycenet.edu/offices/d_chanc_oper/budget/dbor/galaxy/galaxyba/schallo3.asp](www.nycenet.edu/offices/d_chanc_oper/budget/dbor/galaxy/galaxyba/schallo3.asp)

# Annual School SMART Goals

- **S**pecific:  Who? What? Where?
- **M**easurable:  How will the goal be measured and quantified?
- **A**chievable:  Is the goal realistic, yet challenging?
- **R**esults-Oriented:  Is the goal consistent with other goals, and do they fit with immediate and long-range plans?
- **T**ime-bound:  Is it trackable and does it allow for monitoring of progress?
- SMART goals should be aligned to your comprehensive needs assessment.
- Remember to provide a brief description for each goal. See the example below.

| ANNUAL GOAL | DESCRIPTION |
|---|---|
| *SMART GOAL – By June 2015, SWDs will meet the 95% participation rate requirement for ELA as evidenced by a 3% increase in the percentage of tested students as indicated on the school report card.* | *After conducting our needs assessment the SLT determined that 92% of students in the SWD student group were tested in ELA. This is 3% below the participation rate criterion of 95%. Therefore, the SLT determined that meeting the criterion for participation rate should become a new school goal.* |

Note: Principal Performance Review (PPR) goals should be aligned to the school's annual goals.

# Action Plans to Achieve SMART goals

**Three Components of Action Plans**

- Developing Actions/Strategies –*what are you going to do to accomplish this goal? For whom? By whom? And when?*

- Aligning Resources- budget, staffing/training, and schedule – *What do you need to accomplish this goal in terms of money, people, and time?*

- Indicators of Interim Progress and/or Accomplishment-*How will you know you are on task for meeting the goal?*

# CEP Action Plan

| WHAT | Objectives: For each individual objective, a separate page should be completed |
|---|---|
| WHO | Grade level and/or students to be served |
| HOW | Tasks/Activities |
| WHEN | Start and End Dates Frequency |
| SUPPORT | Identify the required resources, calculate the cost, list appropriate funding streams |
| INDICATORS OF SUCCESS | Assessment Instruments / Projected Gains |
| ACCOUNTABILITY | Name of person and/or title |

# Mandated vs. Supplemental Funding Sources

## MANDATED

(basic services required by city law)

- Principal
- Secretary
- Classroom Teacher
- Basic Equipment (desk, chair, mandated curriculum materials)
- IEP Mandates
- ELL Mandates
- In Intermediate and HS one Guidance Counselor for Articulation

## SUPPLEMENTAL

(above and beyond mandated instructional services)

- Small Group, Push in-Pull out Supplemental Teacher
- Attendance Outreach Services
- Professional Development
- Parent Involvement required by law (ESEA, NCLB, CRs100.11)
- Extended Day Programs

# Funding Source:
# Title I

Purpose: Increase achievement of students not meeting or at risk of not meeting State Academic Standards.

## Targeted Assistance (TA)

- Instructional and Support Services are provided to lowest performing and/or at-risk students only.

- Professional Development must target teachers of eligible students.

- Parent/family engagement activities for families of eligible students. (minimum 1% of school Title I Funds)

## School-wide Programs (SWP)

- All students* are served.
  *Priority given to lowest performing or at-risk students*

- Professional development can target all teachers

- Parent/family engagement activities for all parents/families (minimum 1% of school Title I Funds)

# The Golden Rule for Using Reimbursable Funds:
## *Supplement--Not Supplant*

- **Supplement**: to complement, complete, fill in or round out

- **Supplant**:  to take the place of (another); to cut out, displace

- SUPLEMENTAL funds are used to provide *additional* services to targeted populations. These services must be over and above the tax levy mandate

- SUPPLEMENTAL funds *CANNOT* be used to pay for mandated services

# Funding Source and Program Pyramid

**Discretionary**

Competitive Grants
NYS Legislative Grants
NYC Council Member Items

**Supplemental**

**Targeted Needs**

Title I (TA or SWP)          Title III ELL
Early Grade Class Size Reduction   AIDP
State Incentive Grant (SIG)    State Magnet
State Standards            Middle School ELA
State AIS (formerly PCEN)      Chapter 53
CFE

**Mandated Services (Targeted)**

IDEA
Part 154
PCEN/LEP
S/N AIS

**Required For All Students**

Tax Levy – Instructional Program
NYSTL
Tax Levy Project Arts