
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
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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.)
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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**.
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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."
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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).
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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 consulted 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.
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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
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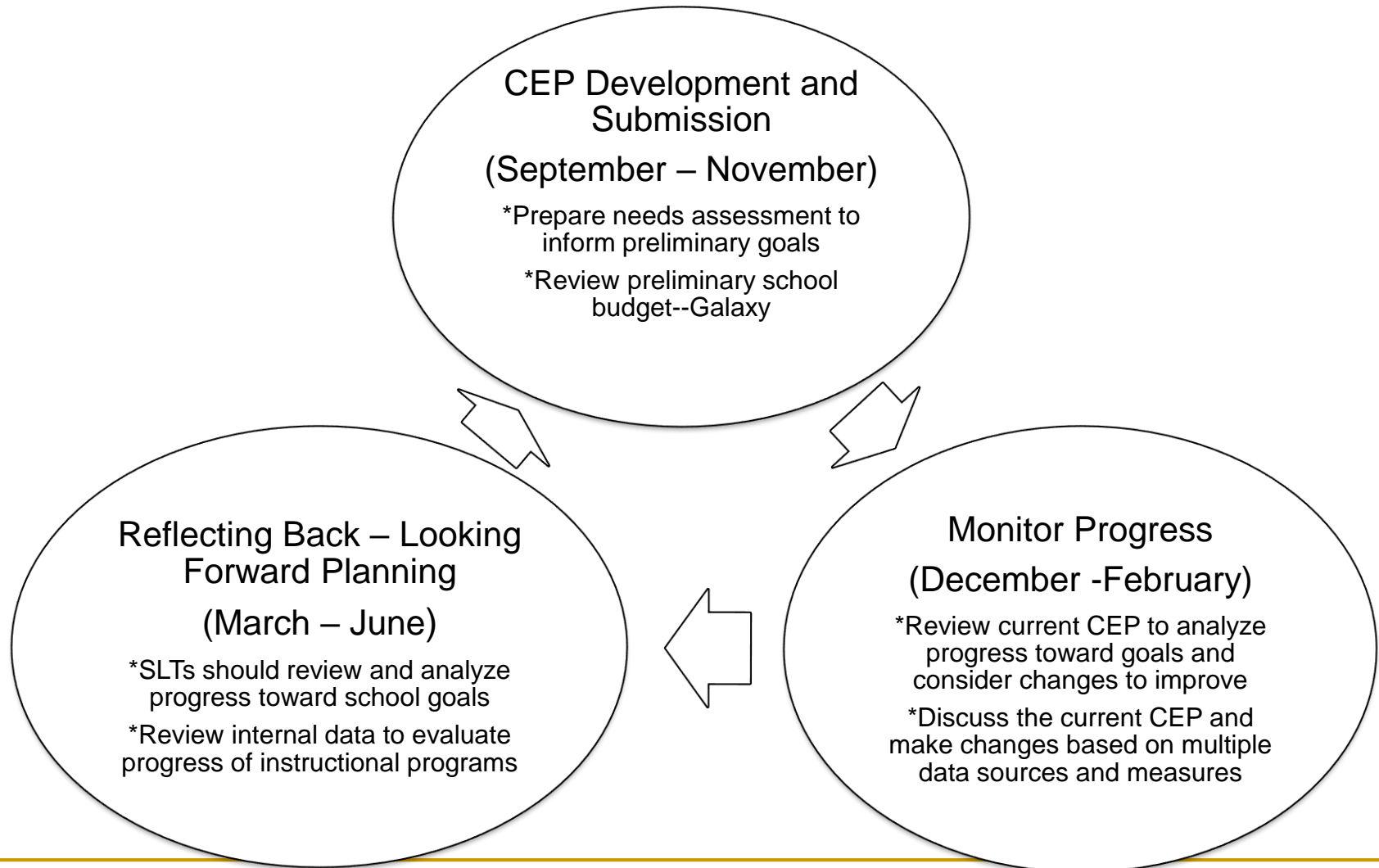
Comprehensive Educational Plan

- 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.
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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
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Comprehensive Education Plan – 3 Phase Process



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:
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Best Practices for SLTs

- Ensure all 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.
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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**
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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 be reached, then the superintendent should make the final determination on the CEP, used only as a last resort.
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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

Annual School SMART Goals

- **Specific:** Who? What? Where?
- **Measurable:** How will the goal be measured and quantified?
- **Achievable:** Is the goal realistic, yet challenging?
- **Results-Oriented:** Is the goal consistent with other goals, and do they fit with immediate and long-range plans?
- **Time-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 – <i>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.</i>	<i>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.</i>

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?*
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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
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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)
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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
 - SUPPLEMENTAL 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
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Funding Source and Program Pyramid

