

School Leadership Teams

Parent to Parent Insiders' Guide



Chancellor's Parent Advisory Council, Fall 2020

Please Note: This powerpoint presentation contains hyperlinks to documents. Please click directly on the hyperlink (in some versions you may need to right-click and choose "open hyperlink.")



Purpose of School Leadership Teams

SLTs serve as the vehicle for meaningful discussion among parent and staff representatives, with a particular focus on creating, implementing, monitoring, and evaluating the school's Comprehensive Education Plan (CEP).

The perspectives of all members of the SLT are invaluable and your voice is essential.

The school's CEP should reflect a spirit of collaboration and shared responsibility among partners who share a common goal: continuous improvement of education practices and higher levels of student achievement.

Governing Documents of the SLT

- [New York State Education Law 2590-h](#), which requires the School's Chancellor to take steps to ensure that School Leadership Teams (SLTs) are in place in every New York City Public School.
- [State Education Commissioner's Regulation 100.11](#), which establishes the requirement that all school districts create a plan for school-based planning and shared decision-making that involves parents, teachers, and administrators.
- [Chancellor's Regulation A-655](#), which establishes guidelines to ensure the formation of SLTs in every New York City public school. For CR A-655 in other languages: [Español](#), [中文](#), [বাংলা](#), [русский](#), [اردو](#), [عربی](#), [Kreyòl](#), [한국어](#), [Française](#)
- School Leadership Team Bylaws, which are required and must conform to CR A-655 and govern the day-to-day workings of the SLT.

Team Composition

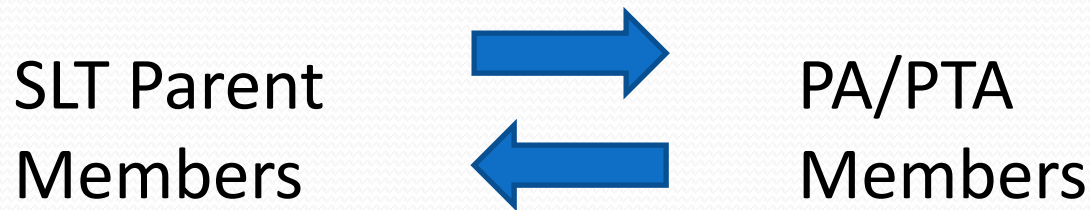


- The PA/PTA President is automatically a core member of the SLT.
 - The other two core members are the Principal and UFT Chapter leader.
- The SLT must be balanced, with an equal number of parents and staff.
 - Core members are included when determining whether an SLT is balanced.
 - The principal counts in the number of school staff on the SLT.
- SLTs may also include students and members of community-based organizations.
 - High School SLTs must include a minimum of 2 students.
 - Best Practice: Middle School SLTs should also include students.
- We recommend that PAs/PTAs at Title 1 schools amend their bylaws to include a Title 1 parent representative on the SLT, although it is not required.

All SLT Members Have an Equal Voice

- All SLT members are equal, should work as a team, and should participate fully in meetings.
- SLT best practice: SLT members other than the principal should serve as chair of the SLT.

The SLT and PA/PTA: Exchanging Feedback



- Parent members of the SLT should report back to the PA/PTA membership on developments at the SLT.
- Parent members of the SLT should solicit feedback from the PA/PTA membership to take back to the SLT.

SLT Meetings

- The SLT should meet at least once per month for at least two hours, with the aim that all members contribute 30 hours of time to the SLT per year.
- SLT meetings must be scheduled at a time convenient for the parent members.
- Attendance and minutes must be recorded at every meeting.
- The school community should be notified of upcoming meetings, including posting dates and meeting times for SLT meetings on the school's website.
 - All members of the school community are allowed to attend SLT meetings as observers.
 - If schools hold a zoom SLT meeting, the link to the meeting should be shared with the school community.
 - Additional DOE guidance on holding virtual SLT meetings can be found [here](#).
- SLT best practice: SLT meetings should not be held before school.

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 prorated basis.
- Individual SLT members can decide to donate their remuneration back to the school. Neither the team nor the principal can make this decision for individual members.

Consensus-Based Decision Making

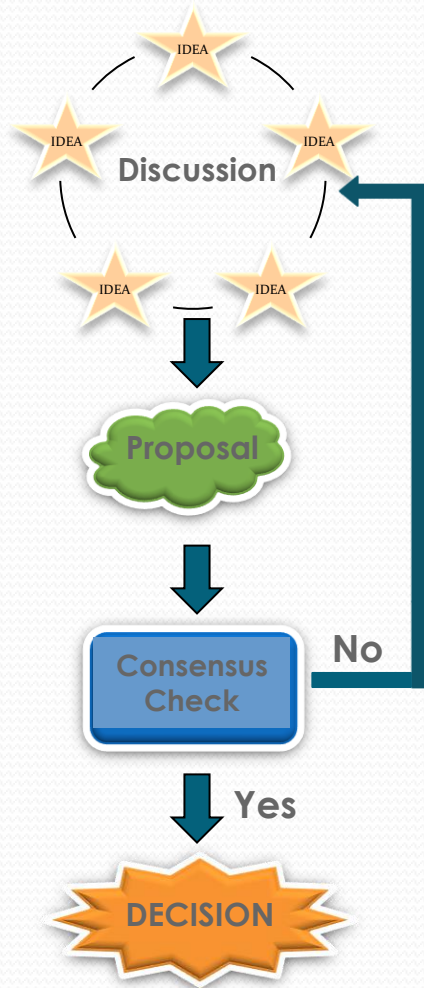
- All decisions on an SLT are made using **consensus-based decision-making**.
 - There is NO voting at an SLT meeting.
 - ALL members of the SLT must either agree or agree to live with a proposal.
 - If any member objects to a proposal, the SLT must either continue to discuss the proposal in search of common ground or table the proposal.
- ALL PARENTS SHOULD ACTIVELY PARTICIPATE. Every stakeholder brings a unique perspective.

How Does Consensus-Based Decision Making Actually Work?

The basic model involves collaboratively generating a proposal, identifying unsatisfied concerns, and then modifying the proposal to generate as much agreement as possible.

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Discuss	Identify Emerging Proposal	Identify Any Unsatisfied Concerns	Collaboratively Modify the Proposal	Assess the Degree of Support	Finalize the Decision OR Circle Back

Simple Consensus-Based Decision Making Model



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.

Key Documents



The following documents should be available at EVERY meeting:

- The CEP (the CEP Snapshot is available in multiple languages through the IPlan portal)
- The SLT view of the Galaxy Budget
- The SLT bylaws
- Chancellor's Regulation A-655

Parents should review other documents available on the DOE website (find your school at <https://schoolsearch.schools.nyc/> and click on School Quality and Reports). Many of these documents are available in multiple languages. Important documents, include:

- School Quality Snapshot and Guide
- Quality Review
- School Survey
- School Budget and Finances

Other Key Documents

For CSI (Comprehensive Support and Improvement) and TSI (Targeted Support and Improvement) schools, parents should read the [SCEP Completion Guide](#).

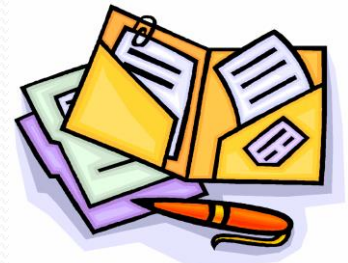
- Additional information can be found on the [NYSED School Improvement](#) webpage.

Parents may request an overview of their School Safety Plan (although the plan itself is confidential).

- The DOE provides additional information in its [Parent Guide to School Safety and Emergency Preparedness](#).

Parents should be familiar with other key data and documents.

- [Academics on DOE's Infohub](#): Graduation Results, Arts in Schools, Health Education and Physical Education Reports, and ELL Demographic Report
- [Test Results Data on the DOE's Infohub](#): ELA and Math Test results, Regents scores, SAT and AP scores, and NAEP results
- [NYS Report Card](#) for your school



Important Resources for High Schools

High School Graduation Requirements

- [Information from the DOE](#)
- [Information from NY State](#)

[High School Classes Required for College](#), according to the National Association for College Admission Counseling



Additional Resources

The DOE website has helpful pages on SLTs and CEPs:

- <https://www.schools.nyc.gov/get-involved/families/school-leadership-team>
- <https://www.schools.nyc.gov/get-involved/families/school-leadership-team/comprehensive-education-plans>

Read! Explore! Ask questions!

Developing the CEP

We encourage SLTs to follow the [SLT Calendar for Fall, Winter, and Spring](#) available on the [iPlan Portal](#).

The purpose of the SLT is to develop, implement, monitor, and evaluate the Comprehensive Education Plan (CEP).

- The CEP should be a collaborative document that aims to use [the Framework for Great Schools](#) to improve education practice and help student achievement. Once the CEP is approved, it serves as a focus for implementing instructional strategies, professional development opportunities, and parent involvement activities.
- SLTs members use all available data to conduct a needs assessment.
- Best Practice: As part of developing and evaluating the CEP, SLT members should complete a walk-through of the school, especially important during the pandemic.



Developing the CEP (continued)

- Principals, teachers, and parents may all suggest CEP goals.
 - Goals should be S.M.A.R.T. (specific, measurable, achievable, realistic/result oriented, and time-bound).
- The CEP must be developed concurrently with the school-based budget, and the budget must align with the CEP goals. The principal must formulate the budget in consultation with the SLT.
 - ANY SLT member may request a copy of the Public/SLT View of the budget, up to two times per semester, and the principal is required to provide the document within 5 days. Please also refer to [CR B-801](#).
 - However, it is an SLT best practice that the SLT view of the Galaxy Budget be available at every SLT meeting.
 - School budget data can also be found on the DOE website:
 - ✓ Go to <https://schoolsearch.schools.nyc/> and find your school.
 - ✓ Click on your School, click on Reports, and go to Budget and Finances.

Developing the CEP (continued)

- By February SLTs engage in mid-point progress monitoring.
 - If necessary, strategies and action plans should be adjusted to ensure S.M.A.R.T. goals will be met.
- In May or June, the SLT should assess the effectiveness of the action plans in the CEP and begin drafting the new CEP for the following year.
- The CEP is a living document that can be modified at anytime.

The Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

The SLT must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC, for Title I schools only).

- The PIP describes how the school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance.
- The SPC is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.
- The SLT and Title I parent representatives work jointly to develop the PIP and SPC.
 - Members of the Title I PAC (Title I parent representatives) are involved and their participation should be documented by the SLT.

Developing the SCEP

Most schools identified for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) must also complete the School Comprehensive Education Plan (SCEP).

- Developing the SCEP must involve stakeholders. In the case of TSI schools, parents of students in identified subgroups and teachers responsible for the subgroups must be included in developing the SCEP. In secondary schools, students from the subgroup must also be included.
- CSI and TSI schools must undergo a comprehensive needs assessment and identify root causes.
- The school must then identify priorities and goals and implement an evidence-based intervention including action plans and mid-year benchmarks.

Please refer to the [SCEP Completion Guide](#) for more information.

IPlan Portal



The DOE considers it best practice for all members of the SLT, including parents, to be given access to the CEP via the [IPlan Portal](#).

- Access to the IPlan Portal gives parents the ability to comment but not necessarily edit the CEP.
- Comments are visible to team members only, not the general public.

For additional information on using IPlan, please refer to the [Technical Guide for Completing the CEP in IPlan](#).

In addition, the IPlan Portal gives members of the public access to pertinent SLT documents, including reports, all school CEPs, and the District CEPs. CEP Snapshots for every school are also available in multiple languages.

Additional SLT Responsibilities

C-30:

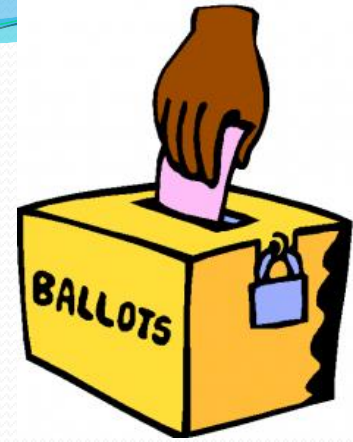
- All members of the SLT must be consulted prior to the appointment of a principal or assistant principal and are eligible to serve on the Level 1 C-30 Committee. Please refer to [CR C-30](#).

School Restructuring:

- The Superintendent must consult with the SLT prior to any plan to restructure the school. The SLT must participate in the joint public hearing held at the school. Please refer to [CR A-190](#).



SLT Parent Elections



Election procedure should be outlined in the SLT Bylaws.

- The SLT Bylaws must state the length of term for each SLT.
- The SLT Bylaws may include term limits for members, but they are not required.
- SLTs may choose to reserve seats (for a parent of a freshman or ELL parent, for example).
 - ✓ But ALL parents at the school must be given the opportunity to vote for the parents to fill the reserved seats.
- Parent SLT elections must follow PA/PTA elections.

Best Practices:

- Two -year terms but staggered so every year there are some members with experience and some new members.
 - ✓ Reduces burden at election.
- Parents and Teachers should follow the same process.
 - ✓ Identical lengths of terms, both or neither have term limits, both staggered.

Election Grievance

Parents must file election grievances regarding the election of parent members within 7 school days of the election.

- The complaint must be filed with the school's superintendent's office, which must render a decision within 7 school days of receiving the complaint or issue an explanation of any delay with a projected date for a final decision.
- Appeals of the Superintendent's decisions must be directed to the Chancellor, c/o the Legal Department within 10 days of the superintendent's decision. (While this is the protocol, CPAC advises parents to cc FACE on the appeal.)

Resolving Conflict on the SLT: Where to Turn?

If SLT members are unable to reach consensus on developing a CEP that is aligned with the school-based budget, they may seek assistance from the District Leadership Team (DLT).

- If the DLT's assistance is unsuccessful, the SLT may seek assistance directly from the school's superintendent.
- The superintendent will try and facilitate consensus among SLT members.
- If the SLT is still unable to reach consensus, the school's superintendent will make a final determination on the CEP, but only as a last resort.

Resolving Conflict on the SLT (continued)

If members of the SLT, other than the principal, reach consensus that the school-based budget is not aligned with the CEP, the SLT may submit a written response to the school's superintendent within 10 school days.

- The school's superintendent must provide a written response within 10 days determining whether the school-based budget is aligned with the CEP, describing the information that was reviewed and the basis for the decision.
- The SLT and principal must immediately revise the school-based budget in accordance with the superintendent's response.

Resolving Conflict on the SLT (continued)

If members of the SLT, other than the principal, reach consensus that decisions are inconsistent with the goals and policies of the CEP, they may submit a written objection to the school's superintendent.

- The school's superintendent must provide a written response within 10 days, describing the information that was reviewed and the basis for the superintendent's decision.

If parent members of the SLT believe that they have not received sufficient support from the school's superintendent or DLT, we recommend reaching out to the school's Executive Superintendent and FACE. Your Presidents' Council may also provide guidance and support.