Department of Education

Regulation of the Chancellor

Number: **A-655**
Subject: SCHOOL AND DISTRICT LEADERSHIP TEAMS
Category: STUDENTS
Issued: March 25, 2010

SUMMARY OF CHANGES

This regulation supersedes Chancellor's Regulation A-655 dated December 3, 2007.

Changes:

- The SLT is responsible for developing the school's Comprehensive Educational Plan (CEP) and ensuring that it is aligned with the school-based budget. (Section II.A.1)
- SLTs must use a consensus-based decision-making process as their primary means of decision-making. (Section VIII.)
- The principal is responsible for developing the school-based budget, after consulting with the SLT, and ensuring that it is aligned with the CEP. (Section II.A.2.)
- To ensure the alignment of the CEP and the school-based budget, any member of the SLT may request (on behalf of the SLT) the Galaxy Table of Organization Report up to two times per semester and, in response, the principal shall provide this report within 5 school days. In addition, any member may obtain from the DOE website the Galaxy Budget Allocations, which are posted when allocations are issued for the new fiscal year, and the Galaxy Table of Organization Summary Reports, which are posted at the beginning of each academic year. (Section II.A.3.)
- The principal determines that the school-based budget is aligned with the CEP and sends a written justification to the superintendent. (Section II.A.5.)
- SLT members, other than the principal, may provide a written response to the justification within 10 school days if they reach a consensus that they disagree with the principal's justification that the school-based budget is aligned with the CEP, and that the principal's proposed budget is inconsistent with the goals and policies set forth in the CEP. The superintendent must then make a determination. (Section II.A.6.)
- SLT members, other than the principal, may dispute any decision made by the principal where members of the SLT (other than the principal) reach a consensus that the decision is inconsistent with the goals and policies set forth in the school's existing CEP, by submitting a written objection to the community or high school superintendent. The superintendent shall provide a written response to the SLT and the principal within 10 school days of receiving the initial complaint, which response shall include the information reviewed and the basis of the superintendent's decision regarding the dispute. (Section II.A.8.)
- If the SLT cannot reach agreement on the CEP, it should seek assistance from the District Leadership Team (DLT), and if that is not successful, then the community or high school

superintendent. The community or high school superintendent shall try to facilitate consensus among the SLT. If no agreement can be reached following this assistance, then the superintendent makes the final determination on the CEP. However, the superintendent makes the determination only as a last resort, if all of the aforementioned methods of facilitating consensus among the members of the SLT have failed. (Section II.A.4; Section VIII.)

- Support is provided to SLTs and DLTs by parent engagement staff or superintendents. (Section VI; Section VIII.)The final CEP and the school-based budget shall be posted on the DOE's or the school's official website and a copy shall be provided to each SLT member upon request at the school. (Section II.A.9.)
- SLT meetings, which must take place at least once a month during the school year, must take place on school or DOE premises. (Section VII.)
- Notice of SLT meetings must be provided in a form consistent with the open meetings law. (Section VII.)
- The SLT must be consulted prior to the appointment of a principal or assistant principal candidate to the school. (Section X.A.)
- The SLT shall provide to the superintendent an annual assessment of the principal's record of developing an effective shared decision-making relationship with SLT members. (Section II.B.2)
- Parent members of the CEC (and in an election year, candidates for the CEC) may serve as parent members of an SLT in the school their child attends. (Section III.C.b(i).)
- The SLT may amend its by-laws, if necessary. (Section IV.B.)
- The superintendent will consult with the SLT regarding any school restructuring plans. The SLT shall participate in the joint public hearing regarding proposals to close a school or make significant changes in school utilization. (Section X.B.)
- The DLT develops the District Comprehensive Educational Plan (DCEP), which includes annual goals and objectives for the district aligned with the Chancellor's goals. (Page 5, Section V.A.)
- The Central Plan for school-based planning and shared decision making incorporates the individual district 100.11 plans adopted by the DLTs as well as the procedures set forth in this Regulation. The Office of School Improvement is responsible for maintaining copies of each district's plan and for compiling them into the Central Plan. (Section V.A.)
- A citywide high school subcommittee will be formed to meet on a monthly basis to review relevant data and identify issues impacting student performance at the high school level and will report on a monthly basis to the DLTs. (Section V.C.)
- Each SLT must provide a list of its members and a copy of its current by-laws to the DLT annually, by October 31. (Section XII.)
- Each DLT must provide a list of all SLT member names from the schools in the district and a list of its own members and by-laws to the Chief Family Engagement Officer annually, by November 15. (Section XII.)
- Parents may file grievances regarding the election of parents to serve on the SLT in the school their child attends within 7 school days of the election. (Section XIV.A and B.)
- Parents may appeal grievance decisions to the Chancellor (c/o The Office of Legal Services) within 10 days of receipt of the superintendent's decision. (Section XIV.C.)

Department of Education

Regulation of the Chancellor

Number: A-655
Subject: SCHOOL AND DISTRICT LEADERSHIP TEAMS
Category: STUDENTS
Issued: March 24, 2010

ABSTRACT

This regulation ensures the formation of School Leadership Teams (SLTs) in every New York City Public School and District Leadership Teams (DLTs) in every community school district. It also includes the central plan for school-based planning and shared decision making.

I. INTRODUCTION

There must be an SLT in every New York City Public School. SLTs play a significant role in creating a structure for school-based decision making and shaping the path to a collaborative school culture. SLTs are a vehicle for developing school-based educational policies and ensuring that resources are aligned to implement those policies. Functioning in a collaborative manner, SLTs assist in the evaluation and assessment of a school's educational programs and their effect on student achievement.

II. SCHOOL LEADERSHIP TEAM RIGHTS AND RESPONSIBILITIES

A. Comprehensive Educational Plan and School-Based Budget

1. Pursuant to State Education Law section 2590-h, the SLT is responsible for developing an annual school Comprehensive Educational Plan (CEP) that is aligned with the school-based budget for the ensuing school year. The school-based budget provides the fiscal parameters within which the SLT will develop the goals and objectives to meet the needs of students and the school's educational program.
2. The CEP shall be developed concurrently with the development of the school-based budget so that it may inform the decision-making process of the budget and result in the alignment of the CEP and the budget. The principal, who is responsible for developing the school-based budget, shall consult with the SLT during this development process so that the budget will be aligned with the CEP. The principal makes the final determination concerning the school-based budget.

3. To ensure the alignment of the CEP and the school-based budget, any SLT member may request (on behalf of the SLT) the Galaxy Table of Organization Report entitled "Public/SLT View" (with job ID and confidential information redacted) up to two times per semester and, in response, the principal shall provide this report within 5 school days. In addition, any member of the SLT may obtain from the DOE web site the Galaxy Budget Allocations, which are posted when allocations are issued for the new fiscal year, and the Galaxy Table of Organization Summary Reports, which are posted at the beginning of each academic year:
4. The SLT must use consensus based decision-making and must seek assistance if it is unable to reach consensus on the CEP. If it is unable to reach consensus on developing a CEP that aligns with the school-based budget, the SLT shall seek assistance from the District Leadership Team (DLT), and if that is not successful, then it shall seek assistance from the community or high school superintendent. The community or high school superintendent shall try to facilitate consensus among the SLT. If, even after seeking and receiving these forms of assistance, the SLT is still not able to reach consensus on the CEP, then the superintendent shall make the determination on developing the CEP. However, the superintendent makes the determination on the CEP only as a last resort, if all of the aforementioned methods of facilitating consensus among the members of the SLT have failed
5. The principal must submit the proposed school-based budget to the community or high school superintendent for approval, along with a written explanation justifying that the school-based budget is aligned with the CEP. To become final, the budget must be approved by the community or high school superintendent, who must certify that the budget is aligned with the CEP. The superintendent prescribes the form and manner of submission of the written justification. (A suggested form is attached as Attachment No.1.)
6. If the members of the SLT (other than the principal) agree that the school-based budget is aligned with the CEP, the SLT does not need to submit a response to the principal's justification. If, however, the SLT members (other than the principal) reach a consensus that they disagree with the principal's justification that the school-based budget is aligned with the CEP, and that the principal's proposed budget is inconsistent with the goals and policies set forth in the CEP, the SLT may submit a written response to the justification to the community or high school superintendent within 10 school days. (A suggested form is attached as Attachment No. 1.)

7. If the members of the SLT (other than the principal) submit a response, then the community or high school superintendent shall provide a written response to the SLT within 10 school days. The superintendent's response shall include a determination regarding the dispute as to whether the school-based budget is aligned with the CEP, a description of the information reviewed and the basis for the decision. (A suggested form is attached as Attachment No. 2). Following receipt of this decision, the SLT and principal must immediately revise the school-based budget and CEP in accordance with the directives in the superintendent's response.
8. SLT members, other than the principal, may dispute any decision made by the principal where members of the SLT (other than the principal) reach a consensus that the decision is inconsistent with the goals and policies set forth in the school's existing CEP, by submitting a written objection to the community or high school superintendent. The superintendent shall provide a written response to the SLT and the principal within 10 school days of receiving the initial complaint, which response shall include a description of the information reviewed and the basis of the superintendent's decision regarding the dispute.
9. The final CEP and the school-based budget shall be posted on the DOE's or the school's official website and a copy shall be provided to each SLT member upon request at the school.

B. Other Responsibilities
1. The SLT is not responsible for the hiring or firing of school staff. However, consistent with Chancellor's Regulation C-30, the SLT must be consulted prior to the appointment of a principal or assistant principal candidate to the school.
2. The SLT shall provide an annual assessment to the community district or high school superintendent of the principal's record of developing an effective shared decision-making relationship with the SLT members during the year. (A sample assessment form is attached as Attachment No. 3).

III. COMPOSITION

A. Size of the Team
All SLTs should have a minimum of ten members and a maximum of 17 members. In determining the size of the team, budget allocations must be considered.

B. Mandatory Members
The only three mandatory members of the SLT are the school's principal, the Parent Association/Parent-Teacher Association (PA/PTA) President[1] and the United Federation of Teachers (UFT) Chapter Leader, or their designees.

[1] In the case of co-presidents, the remaining PA/PTA officers shall determine which co-president will serve as the mandatory member of the SLT.

C. Non-Mandatory Members

1. In addition to the mandatory members, SLTs must include other parents and staff (pedagogic and/or non-pedagogic) from the school. SLTs must have an equal number of parents and staff.

   a. Election of Parents and Staff:
   To ensure that all members of the school community have the opportunity to be included and to encourage broad participation on the SLT, parents and staff must be elected by their own constituent groups in a fair and unbiased manner determined by each constituent group, and all elections must be advertised widely, with reasonable advance notice given. Elections must be open to all members of the constituent group (e.g., PA/PTA, CSA, UFT, DC 37) and must be held in accordance with the term limits as set forth in the team's bylaws.

   A minimum of ten calendar days' notice is required prior to the PA/PTA's election of its SLT parent members. In the case of a PTA, only parent members of the school's association may vote to elect parent representatives for the SLT. PA/PTAs are encouraged to stagger the terms of the non-mandatory parent members of the SLT.

   SLT elections must be held after the PA/PTA elections in the spring (see Chancellor's Regulation A-660).

   b. Eligibility

      i. Parents
      Parents[2] from the school are eligible to be elected by the school's PA/PTA to serve on the SLT.
      Parents may not serve on the SLT as a parent member in schools in which they are employed, but they may serve in other schools where they have a child in attendance.
      Parents may be elected to serve on more than one SLT as long as they meet the requirements set forth in this regulation.

[2] A parent is defined as a parent (by birth or step-parent), legally appointed guardian, foster parent or person in parental relation to a child. A person in parental relation refers to a person who has assumed the care of a child because the child's parents or guardians are not available, whether due to, among other things, death, imprisonment, mental illness, abandonment of a child, or living outside of the state.

Parent members of the CEC (and in an election year, candidates for the CEC) may serve as parent members of an SLT in the school their child attends.

ii. Staff

Parent coordinators may not serve as members of the SLT in any capacity in the school where they are employed. However, parent coordinators may be invited to attend meetings as observers or presenters in schools in which they are employed. They also may be asked to serve on SLT subcommittees.

Other school staff may not serve as parent members on the SLT in the school(s) where they are employed. Both the parent coordinator and other school staff members may, however, serve as parent members in other schools their children attend.

District office staff may not serve on any SLT as a parent member in the district in which they are employed.

Staff of the School Support Organizations (SSOs) may not serve as parent members on an SLT in any school that purchases services from the SSO.

2. Students and Community Based Organizations SLTs also may include students (minimum of two students is required in high schools) and representatives of Community Based Organizations (CBOs). Students and CBO members of the SLT do not count when determining if a team has an equal number of parents and staff (see Section III.C.1).

D. Chairperson/Co-Chairpersons

Once the team is constituted, it must select a Chairperson or Co-Chairpersons from among its membership. The Chairperson or Co-Chairpersons need not be mandatory members. SLTs may select members who are not mandatory members as Chairperson or Co-Chairpersons to maximize participation on the SLT.

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 Chairperson ensures that voices of all team members are heard.

E. Secretary

Each SLT must select a member of the SLT to serve as secretary. The secretary will be responsible for sending SLT meeting notices and for keeping the minutes of SLT meetings. Such minutes must be maintained at the school, with a copy provided to

the PA/PTA. The school principal may designate an office staff member to assist the SLT secretary.

F. Community and Citywide Education Councils
Community Education Council (CEC) members act in a liaison capacity with the SLTs of the schools in their respective community school districts. Members of the Citywide Council on High Schools (CCHS) serve in a similar capacity for the high schools throughout the system, as do the members of the Citywide Council of Special Education (CCSE) with regard to District 75 schools. The liaison function includes attending meetings as observers and/or presenters, and participating on SLT committees and subcommittees when invited by members of the SLT.

IV. ESTABLISHING A SCHOOL LEADERSHIP TEAM

A. In a new school
In order to establish a SLT, a school must first establish a PA/PTA. Chancellor's Regulation A-660 sets forth the process for doing this. Once the PA/PTA has been established, the school must follow the procedure below.

B. In a school with an existing PA/PTA:

The PA/PTA President or designated Co-President, the Principal and the UFT Chapter Leader or their designees must work together to draft bylaws for the SLT. It is then the responsibility of each of the constituent groups to elect or select[3] its member representatives in accordance with the SLT's bylaws.

1. In elementary schools, middle/intermediate schools, District 75, and District 79, the mandatory members of the team may contact DOE parent engagement staff and Presidents' Council, as well as community district superintendents, for technical assistance and guidance through this process (see Section VI below).
2. In high schools, the mandatory members of the team may contact their DOE parent engagement staff and Borough High School Presidents' Council, as well as high school superintendents, for technical assistance and guidance (see Section VI herein).

Once the entire SLT is in place, it must review and adopt the team's bylaws and may amend those by-laws, if necessary.

[3] Parent and staff members must be elected; other members may be selected.

Schools that have multiple sites will have one SLT, but the SLT may create subcommittees to assess the needs of all the sites and to report their findings to the SLT.

V. DISTRICT LEADERSHIP TEAMS

A. Rights and Responsibilities

Pursuant to Section 100.11 of the Regulations of the Commissioner of Education, each community superintendent must develop a district plan for the participation by teachers, parents, and administrators for school-based planning and decision making. The superintendent is responsible for developing the district plan in collaboration with "a committee composed of administrators selected by the district's administrative bargaining organization(s), teachers selected by the teachers' collective bargaining organization(s), and parents (not employed by the district or a collective bargaining organization representing teachers or administrators in the district) selected by school-related organizations." In New York City, this committee is the District Leadership Team (the DLT).

A DLT must be formed in each community school district consisting of representatives from the elementary, middle, and high schools that are geographically located within that community school district. DLTs fulfill the requirements of Section 100.11 of the Commissioner's Regulations regarding the district-level plan for the participation of parents and staff in school-based planning and shared decision making.

The DLT will develop the District Comprehensive Educational Plan (DCEP), which includes annual goals and objectives that are aligned with the district's and the Chancellor's goals, and also incorporates the following six categories of the district 100.11 plan:

1. the educational issues that will be subject to shared planning at the building level;
2. the manner and extent of the expected involvement of all parties on the SLT;
3. the means and standards by which all parties shall evaluate improvement in student achievement;
4. the means by which all parties will be held accountable for the decisions which they share in making;
5. the process for dispute resolution in the SLTs; and
6. the manner in which state and federal requirements for the involvement of parents in planning and decision making will be met.

DLTs also will provide support, guidance, technical assistance, and conflict resolution to the SLTs in their districts. The Office of School Improvement will provide guidance

and technical assistance to the superintendent and the DLT in the development of District Comprehensive Educational Plans (DCEPs).

In addition, DLTs must conduct a biennial review of the district's 100.11 plan to evaluate the effectiveness of shared decision making in the district. The DLT must complete the Biennial Review Form (Attachment A) and submit it to the Office for Family Engagement and Advocacy by January 15th of each even-numbered calendar year. The outcome of this Biennial Review must be submitted to the New York State Education Department by February 1st of each even-numbered year.

B. Composition

The required members of the DLT are:

- Community superintendent (or designee)
- High school superintendent(s) responsible for high schools that are geographically located within the district (or designee(s))
- CSA representative
- UFT representative
- DC 37 representative
- President of the district's Presidents' Council (or designee)
- President of the borough high school Presidents' Council (or designee)
- Chairperson of the Title I District Parent Advisory Council (or designee)

Community based organizations (CBOs), the president of the District CEC (or designee), and a member of the Citywide Council on High Schools whose child attends a high school geographically located within the district also may be included on the DLT.[4]

C. Citywide High School Subcommittee

To ensure that the needs and special issues impacting high schools and their students are fully represented in DLT discussions, a citywide subcommittee of high school representatives will be formed and will meet monthly to review relevant data and identify issues impacting student performance at the high school level. The outcome of the high school subcommittee meetings will be reported by members of the subcommittee (who will serve as liaisons) to the DLTs during the monthly DLT meetings as a standing agenda item. The DLTs will continue to include any high school-level constituency representatives and will discuss the issues raised by the

[4] A DLT also is required for District 75. The District 75 DLT shall consist of the Superintendent of District 75, a CSA and UFT representative, and the president of the District 75 Presidents' Council (or designee). CBOs and the president of the Citywide Council on Special Education (or designee) also may be included on the District 75 DLT.

subcommittee liaisons as part of the district's overall K-12 strategic planning and problem solving.

The required members of the citywide high school subcommittee are:

- High School Superintendents (or designees)
- District 79 Superintendent (or designee)
- UFT High School representative
- CSA High School representative
- DC 37 High School representative
- One parent representative from each High School President's Council.

VI. SUPPORT FOR SCHOOL AND DISTRICT LEADERSHIP TEAMS

Every community school district, borough, and District 75 will have a designated member of the Office for Family Engagement and Advocacy (OFEA) staff, who will provide comprehensive services to assist SLTs and DLTs, including professional development and technical support. Further, superintendents may seek the assistance of OFEA in the formation of DLTs.

As appropriate, designated OFEA staff will act as facilitators to assist all team structures in carrying out their roles and responsibilities. They will work closely with their respective district and school teams to facilitate their ability to fulfill their responsibilities as described in this regulation.

The designated OFEA engagement staff will work in coordination with the Community Superintendent to support and assist DLTs. They will provide regular training sessions to the SLTs and DLTs in their districts.

The designated OFEA engagement staff will provide regular training sessions to the SLTs in the high schools.

Key areas for training include, but are not limited to:

- roles and responsibilities
- team operations;
- assessing school-wide needs;
- understanding the school budget; and
- engaging families and communities in the review and development of a comprehensive educational plan, in conjunction with the Office of School Improvement.

Additionally, DLTs will collect information from PAs/PTAs in order to provide the Office for Family Engagement and Advocacy with a quarterly status report on SLT and DLT

activities beginning December 1 of each year. A template for the report will be provided by the Office for Family Engagement an Advocacy.

The Office of School Improvement will provide training to SLTs on the development of Comprehensive Educational Plans (CEPs) and responding to Title I program requirements.

VII. SCHEDULING OF MEETINGS

SLTs should meet at least once a month during the school year. Meetings must take place on school or DOE premises and be scheduled at a time convenient to parent members (day or evening). Mandatory members or their designees are expected to attend all meetings of the SLT.

Notice of meetings must be provided in a form consistent with the open meetings law.

VIII. DECISION MAKING/PROBLEM SOLVING

SLTs must use a consensus-based decision-making process as their primary means of making decisions. Teams must develop methods for engaging in collaborative problem solving and solution seeking and, when necessary, effective conflict resolution strategies.

When a team has made every effort to resolve an issue and members cannot reach agreement, the team should seek assistance from the DLT and if that is not successful, then it shall seek assistance from the community or high school superintendent. The community or high school superintendent shall try to facilitate consensus among the SLT. If, after seeking and receiving these forms of assistance from the DLT and the superintendent, the SLT is still not able to reach consensus on the CEP, then the superintendent makes the final determination on developing a CEP. However, the superintendent makes the final determination on the CEP only as a last resort, if all of the aforementioned methods of facilitating consensus among the members of the SLT have failed.

Where team members have difficulty obtaining information or wish to obtain assistance in resolving issues relating to consultation with the school principal, they may seek assistance from the DLT or superintendent or designated OFEA engagement staff.

IX. REMUNERATION/RECORD KEEPING

A. To be eligible to receive the annual remuneration of $300, SLT members, including students and CBO representatives, must complete 30 hours of service on the SLT and attend a mandatory training session relating to CEPs and budget issues each year, which training shall be offered by the Department of Education (DOE). Team members who attend training but serve less than 30 hours may request remuneration on a pro-rata basis.

1. Team members are responsible for ensuring that all records documenting the number of hours served are submitted to the Chairperson for processing.
2. Individual members must choose whether to accept or waive the annual remuneration and donate the funds to be used for other school purposes. Team bylaws may not dictate any specific choice.

B. Attendance and minutes must be recorded at every meeting.

X. SLT RELATIONSHIP WITH OTHER SCHOOL BASED ENTITIES

In its role as the school's planning and review body, the SLT is the central coordinating team in the school, and it should help to facilitate communication among the various school committees.

A. Chancellor's Regulation C-30 Level I Committee
   1. All members of the SLT shall be consulted prior to the appointment of any principal or assistant principal candidate to the school.
   2. SLT members are eligible to serve on the Level I C-30 Committee, subject to the requirements set forth in Chancellor's Regulation C-30. However, if parents from the SLT are not available to serve on the Level I C-30 Committee, the Chairperson of the Level I Committee shall offer the officers of the school's PA/PTA the opportunity to serve.[5]

B. School Restructuring Plans

   The superintendent will consult with the SLT regarding any school restructuring plans for the school. With respect to all proposals to close a school or make a significant change in school utilization, the SLT shall participate in the joint public hearing held at the school. See Chancellor Regulation A-190. For more information about restructuring requirements for schools identified for improvement (SINI and SURR schools) under NCLB/SED mandates, please contact the Office of School Improvement at OSI@schools.nyc.gov. For more information about school phase-outs and closings, please contact the Office of Portfolio Development at portfolio@schools.nyc.gov.

C. Others Schools in the Building

   In buildings that house multiple schools, the SLTs are encouraged to meet at least twice a year to discuss issues of mutual concern.

XI. CONSULTATION WITH PARENTS

To meet No Child Left Behind requirements, School and District Leadership Teams will serve as the vehicle for consultation with parent representatives regarding the use of federal reimbursable funding and program planning (e.g., Title I). School and District

[5] See Chancellor's Regulation C-30 for additional information.

Leadership Teams should maintain documentation on file to verify that this required consultation has taken place.

XII. BYLAWS

Every SLT and DLT must develop bylaws and operating guidelines to provide clear direction about SLT and DLT responsibilities. All bylaws must be consistent with this regulation. A bylaw template is attached as Attachment No. 4. Bylaws should incorporate key decisions about team membership and operations.

All bylaws **must** address the following areas:

- the roles of team members and Chairperson;
- team composition;
- quorum;
- method of election of parent and staff members**;**
- method of selection of Chairperson;
- method of selecting CBOs and student members where applicable;
- length of term and term limits;
- process for removal of Chairperson and members;
- method for making decisions (i.e. consensus or majority rule) and procedures to be followed if the team has a need for conflict resolution;
- filling vacancies;
- role of observers during meetings;
- who can speak at meetings;
- how agendas are established;
- that the team must meet at least ten times per school year;
- number of meetings that can be missed, and consequences of missing more than the designated number of meetings;
- whether the terms of non-mandatory parent members should be staggered; and
- that there is a secretary.

SLTs and DLTs may require through their bylaws that they meet and coordinate with other school committees such as the Parent Association/Parent Teacher Association and the Title I Committee to ensure that all school-wide committees are working toward the same goals set forth in the CEP.

SLT and DLT bylaws should be reviewed by the team at least biennially. Each SLT must provide a list of its members and a copy of its current bylaws to the DLT annually, by October 31. The DLT must provide a list of all SLT member names from the schools in the district and a list of its own members and bylaws to the Chief Family Engagement Officer (CFEO) annually, by November 15. If the SLT makes changes in its bylaws or there is a change in membership, notice of the changes must be forwarded to the DLT, which will then forward this information to the CFEO.

XIII. CENTRAL PLAN FOR SCHOOL-BASED PLANNING AND SHARED DECISION MAKING

The Central plan for school-based planning and shared decision making incorporates the individual district plans adopted by DLTs in accordance with Section 100.11 of the Regulations of the Commissioner of Education as well as the procedures set forth in this Regulation. The Office of School Improvement is responsible for maintaining copies of each district's plan and for compiling them into the Central plan. The Citywide Committee that approves the Central plan for school-based planning and shared decision making shall include a senior UFT representative, a senior CSA representative, a senior DC 37 representative, and representatives designated by the Chancellor.

XIV. GRIEVANCES

A. Parents may file a written complaint regarding the election of parents to serve on the SLT in a school their child attends.

B. Such complaint must be filed with the appropriate superintendent[6] within seven (7) school days of the election. A decision will be rendered by the superintendent within seven (7) school days of receipt of the complaint. If a decision cannot be rendered within seven (7) school days because of a continuing investigation or a referral to other authorities, the superintendent must issue a response explaining the reason for the delay within the seven (7) school-day period, and must include a projected date for a final decision. Where interim remedies are appropriate, they should be included in the response.

C. Parents may appeal the decision of the superintendent to the Chancellor. Such appeal must be filed within ten (10) school days of receipt of the superintendent's decision. Appeals must be sent to the Chancellor c/o The Office of Legal Services, 52 Chambers Street, Room 308, New York, NY 10007. The Chancellor will render a decision within fourteen (14) school days of receipt of the appeal. If a decision cannot be rendered within fourteen (14) school days because of a continuing investigation or a referral to other authorities, the Chancellor must issue a response explaining the reason for the delay within the seven-day period, and must include a projected date for the final decision. Where interim remedies are appropriate, they should be included in the response. The decision of the Chancellor on appeal is final.

XV. GUIDANCE AND ASSISTANCE

The Office for Family Engagement and Advocacy will provide guidance and respond to inquiries regarding the implementation of this regulation.

The Office of School Improvement will provide guidance and technical assistance regarding the development and review of school and district level Comprehensive

[6] Complaints regarding community district schools are filed with community superintendent; complaints regarding high schools are filed with the high school superintendent; complaints regarding District 75 schools are filed with the District 75 superintendent.

Educational Plans, District 100.11 Plans, Title I programmatic requirements and required federal and state school and district improvement processes. (See Section VI.)

The Office for Family Engagement and Advocacy in consultation with other central offices also may issue guidelines to supplement this regulation.

All other general inquiries pertaining to this regulation should be addressed to:

Office for Family Engagement and Advocacy

N.Y.C. Department of Education

49 Chambers Street – Room 503

New York, NY 10007

Telephone: 212-374-2323

Fax: 212-374-0076

SCHOOL-BASED BUDGET AND CEP SUMMARY

The School-Based Budget and CEP Summary describes the major goals of the CEP and demonstrates that the school-based budget is aligned with the CEP. It lists the major goals and programs provided for in the CEP and the budget allocations that support and are aligned with these goals and programs.

I. Overall summary of CEP (educational goals, programs, initiatives to be implemented at the school in the coming year)

This section should provide an outline of the CEP for the coming year in this space; then, in the boxes below, each CEP Goal or Program should be listed separately in each box.

II. Budget Summary

A worksheet should be provided reflecting the overall school-based budget for the coming year (either in this space or attached hereto); then, in the boxes below, the budget allocation (funding source) should be provided for each goal or program in the CEP.

III. Alignment of School-Based Budget with CEP

In this section, the principal must demonstrate using the boxes below whether there is alignment of each CEP goal/program with budget allocations for the coming year.

CEP Goal or Program Budget Allocation (Funding)

CEP Goal or Program	Budget Allocation (Funding)
1.	
2.	
3.	
4.	

CEP Goal or Program Budget Allocation (Funding)

CEP Goal or Program	Budget Allocation (Funding)
1.	
2.	
3.	
4.	

Submitted by:

_____
(Signature)

_____
(Printed name)

Principal of _____

Date: _____

School Leadership Team's Response to the Principal's Justification of the Alignment of the CEP with the School-Based Budget (attach additional sheets, if needed):

Submitted by:

(Signature) (Printed Name) (Date)

SUPERINTENDENT'S DETERMINATION

TO: SLT of [insert school name]

FROM: [insert name]

RE: Determination Regarding Dispute as to whether School-Based Budget Is Aligned with the CEP

DATE: [insert]

In response to the dispute that has arisen between the SLT and the principal of [insert name of school] concerning whether the school-based budget is aligned with the CEP, I have determined that there is [or is not] alignment on the following aspects of the school based budget. [Either state that there is alignment or, alternatively, list each aspect for which there is not alignment and explain why alignment is lacking.]

In reaching this determination, I have reviewed the following materials:
[list all materials that have been submitted by the principal, the SLT, as well as materials that have been reviewed independently.]

If there is not alignment, then state: The SLT and/or principal must make the following revisions in order to create alignment between the CEP and the school-based budget: [list items].

If there is alignment, then certify that there is alignment, stating: I certify that, based on the materials I have reviewed, there is alignment between the school's CEP and the school-based budget for the _____ school year.

Dated: _____

By: _____

Superintendent of District _____

SCHOOL LEADERSHIP TEAM ANNUAL EVALUATION FORM

School Name: _____Level: ❑ ES ❑ MS ❑ HS YEAR: _____

Parent Representative: _____ ❑ Mandatory ❑ Elected

Date: _____ Years served on SLT: ❑ 0-1 ❑ 1-3 ❑ 4+

SCHOOL LEADERSHIP TEAM (SLT) ASSESSMENT OF PRINCIPAL FORM

School Name: _____Level: ❑ ES ❑ MS ❑ HS YEAR: _____

Parent Representative: _____ ❑ Mandatory ❑ Elected

Date: _____ Years served on SLT: ❑ 0-1 ❑ 1-3 ❑ 4+

Please rate the principals' performance in developing an effective shared decision-making relationship with the School Leadership Team (SLT) during the year based upon your experience as an SLT member.

❑Excellent ❑Very Good ❑Good ❑Satisfactory ❑ Needs Improvement

COMMENTS:

_____

_____

_____

_____

_____

_____

_____

I have read and understand the contents of this document. I certify that the answers are based on my own experiences.

Parent/StaffName_____Signature/Date_____

This evaluation has been received by the Department of Education.

Print Name _____Signature/Date_____

[*School Letterhead*]

Bylaws of the School Leadership Team of **[*Name of School*]**

Adopted **[*Date*]**

Article I – School Leadership Team Mission Statement **[*and*]** Educational Vision

The mission of the School Leadership Team of **[*Name of School*]** is **[*Insert collaboratively designed mission statement. Some teams may elect to also include an educational vision statement.*]**

Article II – Team Composition

Section 1 Size of Team

The total number of members shall be **[*Insert total number.*]**. The team shall maintain an equal number of parent and staff members, **[*Insert number from each constituency*]** from each constituency.

Section 2 Mandatory Members

The only three mandatory members of the SLT are the school's principal, the Parent Association/Parent-Teacher Association (PA/PTA) President[1] and the United Federation of Teachers (UFT) Chapter Leader. Mandatory members of the SLT may designate another member of their constituent group to serve in their stead.

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)

Section 4 Election of Team Members

Parent and staff SLT members must be elected by their own constituent group in a fair and unbiased manner determined by each constituent group. All elections must be advertised widely, with reasonable advance notice given. Elections must be open to all members of the constituent group and must be held in accordance with the term limits set forth in these bylaws.

Parent member elections must be scheduled after PA/PTA elections are held each Spring. Parents must be provided a minimum of ten calendar days notice prior to the election. The PA/PTA is encouraged to stagger the terms of the non-mandatory parent members of the SLT.

[*High schools and other teams wishing to include student members must add: Student members will be selected by the student body and shall serve for a period of one year. Student team members will be included in the total number of team members, but will not be counted when determining the balance of parent and staff members.*]

[1] In the case of co-presidents, the remaining PA/PTA officers shall determine which co-president will serve as the mandatory member of the SLT.

Community based organizations may also serve on SLTs. The SLT will create a process for the organizations to apply for membership. A member of the team may also recommend an organization for membership. This will be done on an annual basis. Community based organization members will be included in the total number of team members, but will not be counted when determining the balance of parent and staff members.

Elections held to fill vacancies due to resignation, cessation of member eligibility, or removal pursuant to Article ____ will be conducted by the appropriate constituent group prior to the next scheduled team meeting. Team members elected to fill vacancies shall be eligible to serve until the completion of that term.

Section 5 Chairperson/Co-Chairpersons

Selection Method - The Chairperson shall be selected by consensus of the team and shall serve for a period of **[Insert Chairperson's term length]** years. If the team opts to elect Co-Chairpersons, they will share the role of Chairperson as outlined in these bylaws. The election shall take place at the September meeting. [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 Chairperson ensures that voices of all team members are heard.]

Section 6 Additional Leadership Roles

Secretary – The secretary will be responsible for sending SLT meeting notices and for keeping the minutes of SLT meetings. Such minutes must be maintained at the school, with a copy provided to the PA/PTA. The school principal may designate an office staff member to assist the SLT secretary.
Facilitator – The Facilitator shall advise the Chairperson and other team members on matters of Parliamentary Procedure.
Financial Liaison – The Financial Liaison shall assume responsibility for documenting member participation for the purposes determining eligibility for the annual SLT remuneration.
Timekeeper – The Timekeeper ensures that all agenda items are discussed by monitoring the allotment of time afforded each item.
Selection Method – Additional leadership roles will be filled by consensus of the team at the **[*Insert month*]** meeting and shall serve for a period of **[*Insert term length*]** years.

Section 7 Length of Term and Term Limits

Team members, with the exception of mandatory members, student members, and community based organization members, are elected for **[*Insert number of years*]** year terms. However, all members must remain eligible to serve pursuant to Chancellor's Regulation A-655 for the duration of their term.

Members may not serve more than **[*Insert number of terms*]** consecutive terms. However, if no other willing, eligible candidate is identified for a particular constituent group, a member may be elected for an additional term.

Section 8 Responsibilities of School Leadership Team Members

Team members, including those additional roles outlined in these bylaws, are responsible for developing an annual school Comprehensive Educational Plan (CEP) that is aligned with the school-based budget for the ensuing school year. The school-based budget provides the fiscal parameters within which the SLT will develop the goals and objectives to meet the needs of students and the school's educational program.

The SLT shall provide an annual assessment to the community or high school superintendent of the principal's record of developing an effective shared decision-making relationship with the SLT members during the year.

The SLT will serve as the vehicle for consultation with parent representatives regarding federal reimbursable funding (e.g., Title I). The SLT will coordinate with other school committees such as the Parent Association/Parent Teacher Association and the Title I Committee to ensure that all school-wide committees are working toward the same goals set forth in the CEP.

Team members must work collaboratively by sharing their ideas and concerns and listening to the ideas and concerns of others; engaging in collaborative problem-solving and solution-seeking that will lead to consensus-based decisions.

Team members must communicate effectively with their constituent groups and share the views of their constituencies with the team.

Article III – Team Meetings

Section 1 Schedule of Meetings

The School Leadership Team shall meet at least once a month during the school year. All meetings shall be shall be held on **[*Insert day of each month (i.e., first Thursday of every month)*]** from **[*start time*]** to **[*end time*]**. Additional meetings will be scheduled by the Chairperson as needed or upon request by the team members. Meetings will be scheduled at a time convenient for parent members on the team. Parent members will be polled each year to determine a convenient time for team meetings.

Members who miss more than two consecutive meetings without rendering in writing a good and valid excuse will be subject to removal from the team.

Section 2 Notice of Team Meetings

The School Leadership Team will establish a yearly calendar which shall be posted in the general office, front security desk, in the parent coordinator's office and **[*Insert addition locations as needed (i.e., school website, SLT bulletin board, etc.)*]** at the beginning of each school year. The calendar shall be distributed at the first meeting of the parent association each school year. The Chairperson will sent meeting reminders one week prior to all meetings by school mailbox and backpack, postal mail, email, or telephone.

Section 3 Meeting Attendance

School Leadership Team members are expected to attend all meetings. If team members are unable to attend the meeting, they must contact the Chairperson in advance of the meeting.

Section 4 Quorum

[*Insert quorum number or a majority clause such as, "A majority of SLT members including representation from each constituent group"*] shall constitute a quorum. Each constituent group shall be responsible for ensuring that their group is adequately represented at each meeting.

Section 5 Order of Business

- 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

Article IV – Removal of a School Leadership Team Member

Section 1 Removal Process

Team members who fail to attend **[*insert number of meetings*]** consecutive meetings, fail to perform their roles and responsibilities as outlined in these bylaws, or behave in a manner that is disruptive and undermining to the work of the Team will be removed by consensus of the remaining team members. The School Leadership Team must have a quorum of members present and reach unanimous agreement when deciding to remove a member. The member shall be provided a written notice of the Team's decision. The letter shall include the reason for the removal and the member's right to appeal the decision. The letter shall be signed by the Chairperson or Co-Chairpersons and shall be sent by registered return receipt mail delivery to ensure proper notification and receipt.

Section 2 Filling a Vacancy

When a member resigns or is removed, the vacancy will be advertised to the appropriate constituent group and an election will be held in accordance with these bylaws.

Article V – Decision-Making

Section 1 **[Consensus-based decision-making must be the primary means of making School Leadership Team decisions. Consensus should be defined as reaching an agreement acceptable to all members. The team should develop methods for engaging in collaborative problem-solving and solution seeking and, when necessary, effective conflict resolution strategies. The agreed upon procedures should be summarized here.]**

Article VI – Conflict Resolution

Section 1 Assistance from the District Leadership Team (DLT)

The School Leadership Team will seek assistance from the DLT or appropriate superintendent when members cannot reach agreement on an issue. Where team members have difficulty obtaining information or wish to obtain assistance in resolving issues relating to consultation with the school principal, they may seek assistance from the DLT or superintendent. If after receiving assistance from the DLT or superintendent, the Team still cannot reach agreement on the CEP, the superintendent will make the final determination.

Section 2 Assistance from the Office for Family Engagement and Advocacy (OFEA)
If the DLT or superintendent is unable to resolve such issues to the satisfaction of team members, team members may send a written request for assistance to the designated OFEA engagement staff.

Article VII – Bylaws Review and Amendment

The bylaws may be amended at any regular meeting of the team, provided notice of any proposed changes has been given at a previous meeting. In addition, the bylaws will be reviewed annually, at the start of the school year to ensure that the document's provisions meet the needs of the team and remain consistent with Chancellor's Regulation A-655.

These bylaws were amended on **[insert date of last amendment]** and are on file in the principal's office.

_____
_____Principal NamePrincipal Signature

_____
_____PA/PTA President NamePA/PTA President Signature

_____
_____UFT Chapter Leader NameUFT Chapter Leader Signature

[*District Letterhead*]

Bylaws of the District Leadership Team of **[*Name of District*]**

Adopted **[*Date*]**

Article I – District Leadership Team Mission Statement **[*and*]** Educational Vision

The mission of the District Leadership Team of **[*Name of District*]** is **[*Insert collaboratively designed mission statement. Some teams may elect to also include an educational vision statement*.]**

Article II – Team Composition

Section 1 Size of Team

The total number of members shall be **[*Insert total number*.]**.

Section 2 Mandatory Members

The mandatory members of the DLT are:

- Community superintendent (or designee)
- High school superintendent(s) responsible for high schools that are geographically located within the district (or designee(s))
- CSA representative
- UFT representative
- DC 37 representative
- President of the district's Presidents' Council (or designee)
- President of the borough high school Presidents' Council (or designee)
- Chairperson of the Title I District Parent Advisory Council (or designee)
- ELL representative

Section 3 Members at Large

Indicate all other included members in this section.

[The remaining members of the team may consist of representatives of community based organizations, the president of the District CEC (or designee), and a member of the Citywide Council on High Schools whose child attends a high school located within the district.]

Section 4 Citywide High School Subcommittee

A citywide subcommittee of high school representatives will be formed to ensure that the needs and special issues impacting high schools and their students are fully represented in DLT discussions. The high school subcommittee will meet monthly. The results of the meetings will be reported by a member of the subcommittee (who will serve as a liaison) at monthly DLT meetings as a standing agenda item. The DLT will continue to include any high school constituency representatives and will discuss the issues raised by the subcommittee liaisons as part of the district's overall K-12 strategic planning and problem solving.

Section 5 Chairperson/Co-Chairpersons

Selection Method - The Chairperson shall be selected by consensus of the team and shall serve for a period of **[*Insert Chairperson's term length*]** years. If the team opts to elect Co-Chairpersons, they will share the role of Chairperson as outlined in these bylaws. The election shall take place at the September meeting.

Role - 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 Chairperson ensures that voices of all team members are heard.

Section 6 Additional Leadership Roles

Secretary – The secretary will be responsible for sending DLT meeting notices and for keeping the minutes of DLT meetings. Such minutes must be maintained at the district office. The superintendent may designate an office staff member to assist the SLT secretary.

Facilitator – The Facilitator shall advise the Chairperson and other team members on matters of Parliamentary Procedure.

Financial Liaison – The Financial Liaison shall assume responsibility for documenting member participation for the purposes determining eligibility for the annual SLT remuneration.

Timekeeper – The Timekeeper ensures that all agenda items are discussed by monitoring the allotment of time afforded each item.

Selection Method – Additional leadership roles will be filled by consensus of the team at the **[*Insert month*]** meeting and shall serve for a period of **[*Insert term length*]** years.

Section 7 Responsibilities

The District Leadership Team will develop the District Comprehensive Educational Plan (DCEP), which includes annual goals and objectives that are aligned with the district's and the Chancellor's goals, and incorporates the following six categories of the district 100.11 plan:

1. the educational issues that will be subject to shared planning at the building level;
2. the manner and extent of the expected involvement of all parties on the SLT;
3. the means and standards by which all parties shall evaluate improvement in student achievement;
4. the means by which all parties will be held accountable for the decisions which they share in making;
5. the process for dispute resolution in the SLTs; and
6. the manner in which state and federal requirements for the involvement of parents in planning and decision making will be met.

The DLT will provide support, guidance, technical assistance, and conflict resolution to the SLTs in the district.

The DLT will conduct a biennial review of the district's 100.11 plan to evaluate the effectiveness of shared decision making in the district and will complete the Biennial Review Form (Attachment No. 1 of Chancellor's Regulation A-655) and submit it to the Office for Family Engagement and Advocacy by January 15th of each even-numbered year.

Article III – Team Meetings

Section 1 Schedule of Meetings

The District Leadership Team shall meet at least once a month during the school year. All meetings shall be shall be held on **[*Insert day of each month (i.e., first Thursday of every month)*]** from **[*start time*]** to **[*end time*]**. Additional meetings can be scheduled by the Chairperson as needed or upon request by the team members. Meetings will be scheduled at a time convenient for parent members on the team. Parent members will be polled each year to determine a convenient time for team meetings.

Section 2 Notice of Team Meetings

The District Leadership Team will establish a yearly calendar which shall be posted in the district office **[*Insert addition locations as needed (i.e., doe website, etc.)*]** at the beginning of each school year. The calendar shall be distributed at the first meeting of the Presidents' Council each school year. The Chairperson will sent meeting reminders one week prior to all meetings by school mailbox and backpack, postal mail, email, or telephone.

Section 3 Meeting Attendance

District Leadership Team members are expected to attend all meetings. If team members are unable to attend the meeting, they must contact the Chairperson in advance of the meeting.

Section 4 Quorum

[*Insert quorum number or a majority clause such as, "A majority of DLT members including representation from each constituent group"*] shall constitute a quorum. Each constituent group shall be responsible for ensuring that their group is adequately represented at each meeting.

Section 5 Order of Business

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

Article IV – Decision-Making

Section 1 Consensus-Based Decision-Making

Consensus-based decision-making must be the primary means of making decisions. Consensus should be defined as reaching an agreement acceptable to all members. **[*The team should develop methods for engaging in collaborative problem-solving and solution seeking and, when necessary, effective conflict resolution strategies. The agreed upon procedures should be summarized here.*]**

Article V – Bylaws Review and Amendment

The bylaws may be amended at any regular meeting of the team, provided notice of any proposed changes has been given at a previous meeting. In addition, the bylaws will be reviewed annually, at the start of the school year to ensure that the document's provisions meet the needs of the team and remain consistent with Chancellor's Regulation A-655.

These bylaws were amended on **[*insert date of last amendment*]** and are on file in the principal's office.

_____	_____
Superintendent Name	Superintendent Signature
_____	_____
High School Superintendent Name	High School Superintendent Signature
_____	_____
CSA Representative Name	CSA Representative Signature
_____	_____
UFT Representative Name	UFT Representative Signature
_____	_____
DC-37 Representative Name	DC-37 Representative Signature
_____	_____
District Presidents' Council President Name	District Presidents' Council President Signature
_____	_____
High School Presidents' Council President Name	High School Presidents' Council President Signature
_____	_____
Title I DPAC Chairperson Name	Title I DPAC Chairperson Signature
_____	_____
ELL Representative Name	ELL Representative Signature