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School Leadership Teams
Roles & Responsibilities

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You have been elected to serve as a member of your school's Leadership Team.

An important goal of the SLT is to leverage its ability to develop a collaborative school culture.

As a member of the School Leadership Team you will have the opportunity to help shape the school's culture through the development of an educational plan.

Based on your own personal and professional experience, think carefully about what you can contribute to the team's efforts to ensure the school meets the needs of every student.

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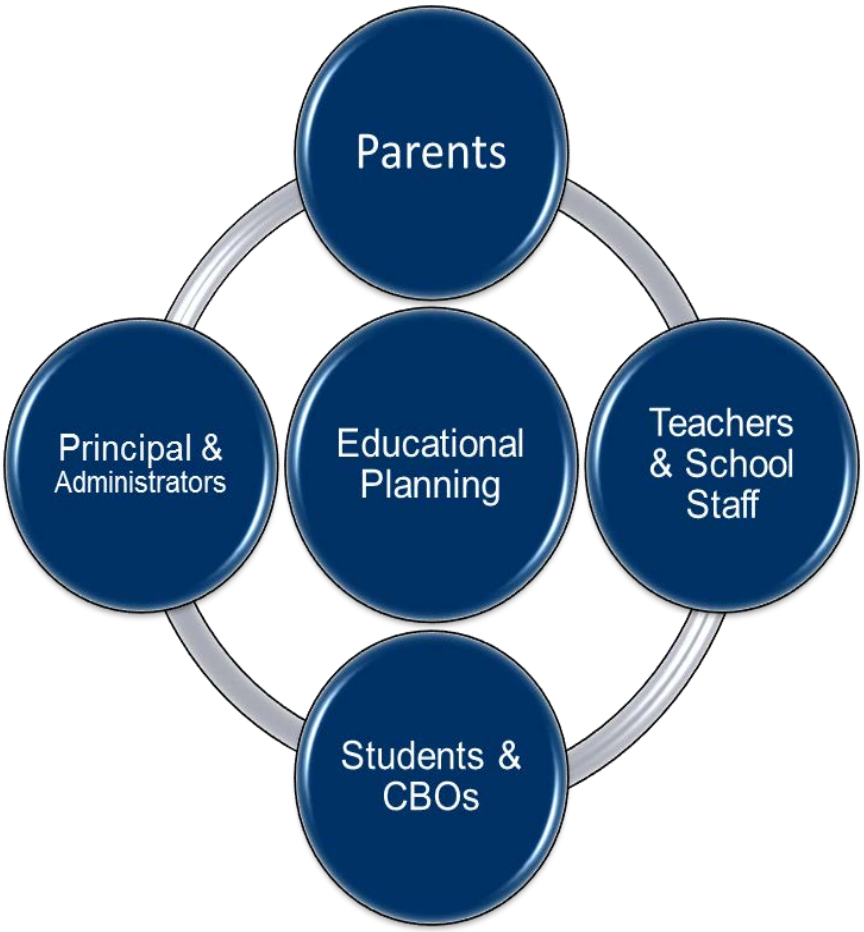
School Leadership Team

The Concept of a school leadership team is built out of the school governance model known as Site or School Based Management (SBM). School Based Management is a structure and a process that allows greater building level decision-making related to some or all the areas of instruction, personnel, budget, policy and other matters pertinent to local school building governance; and is a process that involves a variety of stakeholders in decision related to the local, individual school.



The primary responsibility of the SLT is to create, develop, review and assess the school's Comprehensive Education Plan.

- Shape path to a collaborative school culture
- Develop school-based educational policies aligned with the school-based budget (Galaxy Table of Organization – Public View)
- Work in a collaborative manner to understand and evaluate effect on student achievement
- Develop the Comprehensive Education Plan (CEP)

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Elements of School Based Management

Is not a quick fix.
Is a process with an implementing structure
Involve a wide variety of stakeholders or can be limited to a couple of employee representative categories
May include decision power and authority related to the areas of budget, personnel, instruction, policy and a variety of governance issues or it may allow a very narrow scope of decision-making power to exist at the school level.
Can allow much decision to be made at the school level, or can allow the building's decision-makers to work with distinct level personnel.
Should place accountability for decisions at the location at which the decision are made and the persons given the authority to make those decisions
Definitely should demand quality assurance from those who make the decisions

School Leadership Team Building

Espoused values, group norms, habits of thinking and acting, personnel behavior, are among the more readily understood elements that represent the organization's culture. These patterns not only evolve over time, they also are shared or handed-down over time to succeeding generations within an organization. If the cultural norms are congruent with the mission of the organization, the organization flourishes. If the cultural norms are incongruent or even toxic, the organization cannot flourish.

Complete the sentence:

My vision of a School Leadership Team that works is…

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Governance

Bylaws	Provide operating guidelines for the team. Bylaws give the team structure and serve as an important reference when discussing procedural rules.	
Team Composition	The SLT must have between 10 and 17 members. 1. Equal number of parents and staff members 2. Constituent group must ensure that SLT elections are open to all members of the constituent group.	3 mandatory members 1. Principal 2. UFT Chapter Leader 3. Parent Association President Mandatory members are included when determining if an SLT is balanced.
Officers	1. Chairperson/Co-Chairpersons 2. Secretary	Other Team Positions 1. Time Keeper 2. Facilitator, 3. Financial Liaison
Quorum	Minimum number of members that must be present for a meeting to be valid.	1. Bylaws may state a specific quorum number 2. Include a majority clause
Term	1. CR A-655 does not dictate a required term length for elected SLT members. 2. The most common term length is two years.	1. CR A-655 does not require term limits for elected SLT members. 2. Most SLT bylaws have set term limits at two terms and include a provision that allows an individual to seek a third term if there are no other interested members of the constituent group.
Order of Business	1. Must specify the order of business for SLT meetings 2. Provides a framework for each meeting's agenda.	The Order of Business provision can be amended by consensus of the team.
Meetings	1. SLT should meet at least once a month during the school year 2. Meetings must be scheduled at a time convenient for the parent members. 3. Meetings must be scheduled at a time convenient for the parent members.	1. The SLT should develop ways to ensure that the school community is notified of upcoming meetings. There are 4 key documents that all SLT members should have at each meeting: 1. The CEP 2. The school-based budget 3. The SLT bylaws 4. CR A-655
Remuneration	SLT members are eligible to receive annual $300 remuneration for their service, provided they complete at least 30 hours of service on the SLT and attend a mandatory training session.	Team members who complete less than 30 hours of service may request remuneration on a pro-rata basis.

The Principles of Consensus Decision Making

Process	How Decisions are Made
Inclusive:	As many stakeholders as possible are involved in group discussions
Participatory:	All participants are allowed a chance to contribute to the discussion.
Collaborative:	The group constructs proposals with input from all interested group members. Any individual authorship of a proposal is subsumed as the group modifies it to include the concerns of all group members.
Agreement Seeking:	The goal is to generate as much agreement as possible. Regardless of how much agreement is required to finalize a decision, a group using a consensus process makes a concerted attempt to reach full agreement.
Cooperative:	Participants are encouraged to keep the good of the whole group in mind. Each individual's preferences should be voiced so that the group can incorporate all concerns into an emerging proposal. Individual preferences should not, however, obstructively impede the progress of the group.

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Establishing Goals

Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention.

S.M.A.R.T Goals		
Specific	Do you know exactly what you want to accomplish with all the details?	Goals must be well defined. They must be clear and unambiguous.
Measurable	Can you quantify your progress so you can track it? How will you know when you reach your goal?	Define specific criteria for measuring progress toward the accomplishment of each goal you set so that you can measure and keep track of your progress.
Achievable	Is your goal a challenge but still possible to achieve?	Goals must achievable. The best goals require you to stretch a bit to achieve them but they are not impossible to achieve.
Realistic (Relevant)	Is your goal realistic and within your reach? Are you willing to commit to your goal? Is your goal relevant to your life purpose?	Almost certainly your goal is realistic if you truly believe that it can be accomplished. Your goal must be consistent with other goals established and fits with your immediate and long-term plans.
Time-Bound	Does your goal have a deadline?	Goals must have a clearly defined time frame including a starting date and a target date. If you don't have a time limit then there is no urgency to start taking action towards achieving your goals.

District Level Capacity Building

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 the students and the school's educational program.

1. Educational issues which will be subject to cooperative planning and shared decision making at the building level by teachers, parents, administrators, and, at the discretion of the board of education or BOCES, other parties such as students, school district support staff, and community members;
2. Manner and extent of the expected involvement of all parties;
3. Means and standards by which all parties shall evaluate improvement in student achievement;
4. Means by which all parties will be held accountable for the decisions that they share in making;
5. Process by which SLT disputes will be resolved at the local level; and
6. Manner in which all State and Federal requirements for the involvement of parents in planning and decision making will be addressed by the overall plan.

How do you want to build capacity for School Leadership Teams within your district?

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SLT Diagnostic Tool

Educational Issues Subject to Shared Decision Making		
What educational issues are addressed by the SLT?	☐ Instructional ☐ Social ☐ Emotional ☐ Parent Involvement	☐ English Language Learners ☐ Special Education ☐ Title I ☐ Other, _____
Which issues have been identified as CEP goals?		
How were these goals prioritized by the team?		
How will team measure the success of prioritized goals?		

Notes

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Involvement of all parties	
What constituent groups are represented on the SLT?	☐ Parents ☐ UFT ☐ DC37 ☐ Other, specify_____ ☐ Community Based Organization ☐ Student
How is team balanced reflected on your team?	☐ Number of Parents _____ ☐ Number of Staff Members _____
How are team members involved in the creation and assessment of the CEP?	☐ CEP Goal & Priority Setting ☐ Gathering, reviewing and assessing data ☐ Committee & Subcommittee members ☐ Assessments and Evaluations ☐ Other, specify_____
How is the team communicating with the respective constituencies?	☐ Bulletin Board Postings ☐ Email ☐ Public Meetings ☐ Newsletter ☐ Minutes are Backed-Packed Home ☐ PA/PTA President's Report ☐ UFT Report ☐ Principal's Report
What mechanism is used to solicit feedback and identify concerns from constituent groups?	☐ School Community Survey ☐ Town Hall Meetings ☐ Focus Groups ☐ Suggestion Box ☐ Other, Specify _____
How is full team participation measured?	

Notes

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Means and standards used to evaluate improvement of student achievement		
What data and metric resources are used to evaluate initiatives to improve student achievement?	☐ Test Scores ☐ Narratives ☐ Student Portfolios ☐ Attendance	☐ Parent Surveys ☐ Quality Review ☐ School Quality Snapshot ☐ Other, Specify _____
What data sources are shared and discussed at SLT meetings?	☐ School Based Budget ☐ School Quality Snapshot ☐ School Report Card ☐ School Survey ☐ Arts in Schools Report ☐ Building/School Facilities Report	☐ Class Size ☐ Student Progress ☐ Student Demographics ☐ Student Attendance ☐ Other Data Sources
What training is provided to understand and evaluate the data?	☐ District Leadership Team ☐ Superintendent ☐ Network ☐ Principal	☐ Inquiry Team ☐ NY State Education Department ☐ Academic Coach
How often does the team review and evaluate data to measure progress?		

Notes

Shared Decision Making and Accountability	
Describe the process used by the team to make decisions?	
How are resources aligned effectively to support CEP goals and priorities?	
How are the CEP goals and priorities communicated to the School Community?	
Describe how the team ensures that the CEP is a "Living Document."	

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Dispute Resolution	
How are conflicts identified by the team?	
What internal supports are used to help resolve team disputes?	
What external supports are used to help resolve team disputes?	☐ Superintendent ☐ District Leadership Team ☐ Network ☐ FACE ☐ Independent Mediator

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Coordination of state and federal requirements for parental involvement	
How does the CEP prioritize Parent Involvement?	
How does the team identify and address Title 1 Parent concerns?	
Does the Title 1 Parent Involvement Policy (PIP) identify educational issues that would promote student excellence?	
How are Title 1 Funds used to support struggling students?	
What areas are impacted?	☐ Academic ☐ Behavior ☐ Attendance ☐ Other, please specify _____
How did the implementation of the Parent Involvement Policy impact the area(s) cited above?	

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