



Division of Family and Community Engagement  
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# School Leadership Team Toolkit

## Chancellor's Regulation A-655

### **Chancellor's Regulation A-655**

Chancellor's Regulation A-655 is the guiding and governing document for School and District Leadership Teams. It requires the formation of a School Leadership Team (SLT) in every school and a District Leadership Team (DLT) in every community school district. It also includes the central plan for school-based planning and shared decision making.

The primary responsibility of an SLT is the development and evaluation of the school's Comprehensive Educational Plan (CEP). According to New York State Education Law, Section 2590-h, the SLT is responsible for developing an annual CEP that is aligned with the school-based budget.



# Regulation of the Chancellor

Category: **STUDENTS**

Issued: 03/24/10

Number: **A-655**

Subject: SCHOOL AND DISTRICT LEADERSHIP TEAMS

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## **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. (Page 1, Section II.A.1)
- SLTs must use a consensus-based decision-making process as their primary means of decision-making. (Page 7, 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. (Page 1, 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. (Page 1, 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. (Page 1, 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. (Page 2, 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. (Page 2, 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. (Page 1, Section II.A.4; also Page 7, Section VIII.)



# Regulation of the Chancellor

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- Support is provided to SLTs and DLTs by parent engagement staff or superintendents. (Page 6, Section VI; also Page 7, 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. (Page 2, 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. (Page 7, Section VII.)
- Notice of SLT meetings must be provided in a form consistent with the open meetings law. (Page 7, Section VII.)
- The SLT must be consulted prior to the appointment of a principal or assistant principal candidate to the school. (Page 7, 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. (Page 2, 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. (Page 3, Section III.C.b(i).)
- The SLT may amend its by-laws, if necessary. (Page 4, 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. (Page 8, 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. (Page 5, 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. (Page 6, 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. (Page 8, 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. (Page 8, 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. (Page 9, 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. (Page 9, Section XIV.C.)

## **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.

## **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 affect on student achievement.

## **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<sup>1</sup> and the United Federation of Teachers (UFT) Chapter Leader, or their designees.

**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.

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<sup>1</sup> 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.

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<sup>2</sup> 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.

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

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<sup>2</sup> 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.

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

1. 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.
2. 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<sup>3</sup> 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.

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.

<sup>3</sup> Parent and staff members must be elected; other members may be selected.

**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 1<sup>st</sup> 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.<sup>4</sup>

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 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

<sup>4</sup> 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.

- 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 and 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.<sup>5</sup>

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](mailto: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](mailto: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 Leadership Teams should maintain documentation on file to verify that this required consultation has taken place.<sup>6</sup>

**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;

<sup>5</sup> See Chancellor's Regulation C-30 for additional information.

<sup>6</sup> Please refer to the Department of Education Title I Parent Involvement Guidelines memorandum which is disseminated by the Office for Family Engagement and Advocacy.

- 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<sup>7</sup> 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.

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<sup>7</sup> 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.

**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 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:

Telephone:	<i>Office for Family Engagement and Advocacy</i>	Fax:
212-374-2323	N.Y.C. Department of Education	212-374-0076
	49 Chambers Street – Room 503	
	New York, NY 10007	



<u>CEP Goal or Program</u>	<u>Budget Allocation (Funding)</u>

Submitted by:

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Printed name)

Principal of \_\_\_\_\_

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]

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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: <input type="checkbox"/> ES <input type="checkbox"/> MS <input type="checkbox"/> HS	Year:
Parent Representative:		<input type="checkbox"/> Mandatory <input type="checkbox"/> Elected
Date:	Years Served on SLT: <input type="checkbox"/> 0-1 <input type="checkbox"/> 1-3 <input type="checkbox"/> 4+	

**SCHOOL LEADERSHIP TEAM (SLT) ASSESSMENT OF PRINCIPAL FORM**

School Name:	Level: <input type="checkbox"/> ES <input type="checkbox"/> MS <input type="checkbox"/> HS	Year:
Parent Representative:		<input type="checkbox"/> Mandatory <input type="checkbox"/> Elected
Date:	Years Served on SLT: <input type="checkbox"/> 0-1 <input type="checkbox"/> 1-3 <input type="checkbox"/> 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:**

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

\_\_\_\_\_  
Parent/Staff Name

\_\_\_\_\_  
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<sup>1</sup> 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.]**

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<sup>1</sup> 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 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 send 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 Name

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
PA/PTA President Name

\_\_\_\_\_  
PA/PTA President Signature

\_\_\_\_\_  
UFT Chapter Leader Name

\_\_\_\_\_  
UFT 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 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 send 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

# School Leadership Team Toolkit

## Roster Meeting Schedule Activity Log

### **TEAM ROSTER**

The Team Roster should include all members of the team. The team's composition should consist of no fewer than 10 and no greater than 17 members. In determining the size of the team, please consider the budget allocations which are used to fund the annual \$300 remuneration given to each SLT member who performs 30 hours of service on the SLT and completes required training. The team must have an equal number of staff and parents, inclusive of the three mandatory members - i.e., the principal, the PA/PTA President, and the UFT Chapter Leader, or their designees. 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.

### **MEETING SCHEDULE**

SLTs should meet at least once a month during the school year. Members are expected to attend all meetings and meetings must take place on school grounds or DOE premises. Meetings should be scheduled at a time convenient to all team members, especially parent members.

### **ACTIVITY LOG**

Members of the team are eligible to receive an annual remuneration of up to \$300. In order to obtain the full \$300 remuneration, SLT members, including students and CBO representatives, must complete 30 hours of service and attend at least one training session relating to CEPs and budget issues. For SLT members who complete required training but perform less than 30 hours of service, remuneration may be paid on a pro-rata basis (i.e., \$10 per hour of service up to 30 hours). SLT members should document the quantity and description of their service hours in a written activity log.



**Meeting Schedule** (use additional space to include additional meetings, if applicable)

Month & Date (Example: September 14)	Day of the Week (Example: Thursday)	Time (Example: 5:30 – 7:30 pm)
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		



# School Leadership Team Toolkit

## Checklist

### Checklist

To ensure that SLT meetings are in compliance with Chancellor’s Regulation A-655, the checklist is designed to provide a reminder of the necessary items and communication tools that are to be made available to your team and your school community.

Notice of SLT meetings must be provided in a form consistent with the New York State Open Meetings Law.

### **Open Meetings Law, §104. Public Notice**

1. Public notice of the time and place of a meeting scheduled at least one week prior thereto shall be given to the news media and shall be conspicuously posted in one or more designated public locations at least seventy-two hours before such meeting.
2. Public notice of the time and place of every other meeting shall be given, to the extent practicable, to the news media and shall be conspicuously posted in one or more designated public locations at a reasonable time prior thereto.
3. The public notice provided for by this section shall not be construed to require publication as a legal notice.
4. If videoconferencing is used to conduct a meeting, the public notice for the meeting shall inform the public that videoconferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations.
5. When a public body has the ability to do so, notice of the time and place of a meeting given in accordance with subdivision one or two of this section, shall also be conspicuously posted on the public body's internet website.

**School Leadership Team Checklist**

The following checklist is designed to assist with identifying certain fundamental aspects of a well-functioning SLT, and promoting good meeting practices.

<b>What you should have at every meeting:</b>	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. Meeting Notifications <ul style="list-style-type: none"> <li>a. Meeting Calendar posted in a central location</li> <li>b. Monthly notice (School-wide distribution)               <ul style="list-style-type: none"> <li>i. Email</li> <li>ii. Mailed</li> <li>iii. backpacked</li> </ul> </li> </ul>
<input type="checkbox"/>	2. Meeting Agenda
<input type="checkbox"/>	3. Minutes <ul style="list-style-type: none"> <li>a. Approved copy of minutes from previous SLT meeting</li> <li>b. Copy of minutes translated for non-English speakers – if possible</li> </ul>
<input type="checkbox"/>	4. Current By-laws
<input type="checkbox"/>	5. Translators for non-English speakers – if requested

<b>What should be made available to School Community:</b>	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. SLT Materials Publicized Prominently (i.e. Bulletin Board) <ul style="list-style-type: none"> <li>a. Meeting Notices</li> <li>b. Agendas</li> <li>c. Approved Minutes</li> </ul>
<input type="checkbox"/>	2. Attendance Records Demonstrating Team balance – i.e., an equal number of parents and staff
<input type="checkbox"/>	3. Translated Materials to meet the needs of non-English proficient parents <ul style="list-style-type: none"> <li>a. Meeting Notices</li> <li>b. Approved Minutes</li> </ul>
<input type="checkbox"/>	4. Current By-laws
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>a. Meetings are Open to Members of the School Community who are not on the SLT.</li> </ul> Opportunity to Address Concerns of the Community in accord with current bylaws

<b>What should be the focus of the SLT:</b>	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. Minutes reflect that members are aware of the educational issues subject to shared decision-making, such as... <ul style="list-style-type: none"> <li>a. Student Achievement</li> <li>b. Educational Programs</li> <li>c. Other (site examples)</li> </ul>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	2. Minutes reflect <ul style="list-style-type: none"> <li>a. Educational issues discussed at meetings.</li> <li>b. Participation of all members in decisions made.</li> <li>c. Participation of wider school community               <ul style="list-style-type: none"> <li>i. Committees</li> <li>ii. Observers</li> </ul> </li> </ul>

**School Leadership Team Checklist**

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>3. Minutes reflect use of data.</p> <ul style="list-style-type: none"> <li>a. Student Portfolios</li> <li>b. Inquiry Investigations</li> <li>c. Periodic Assessments</li> <li>d. Community Resource Data (optional)</li> <li>e. Other (site examples)</li> </ul>
<input type="checkbox"/>	<p>4. Minutes reflect the means and standards used to evaluate improvement of student achievement based on data, (site examples)</p>
<input type="checkbox"/>	<p>5. Minutes reflect that the school budget is aligned with CEP goals and priorities</p>
<input type="checkbox"/>	<p>6. Minutes reflect alignment of Title 1 Parent Involvement set-aside (1-5%) with the consultation of Title 1 Parents and the CEP Parent Involvement Policy.</p>
<input type="checkbox"/>	<p>7. Minutes reflect disputes are resolved in a manner consistent with the dispute resolution process found in the Team’s Bylaws.</p>

Notes

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# School Leadership Team Toolkit

## Diagnostic Tool

### **Diagnostic Tool**

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.

To this end the diagnostic tool is designed to help focus the efforts of the team in conformity with Chancellor's Regulation A-655.

Use this tool to help you determine how well you are functioning as a team in accordance with the six major components of school-based shared decision making pursuant to New York State Commissioner of Education Regulation 100.11. The SLT should discuss:

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.

As a team, it is important to create an environment in which you are able to identify areas of need, growth, and progress in order to ensure academic and personal success for all students.

**SLT Diagnostic Tool**

<b><i>Educational Issues Subject to Shared Decision Making</i></b>	
What educational issues are addressed by the SLT?	<input type="checkbox"/> Instructional <input type="checkbox"/> Social <input type="checkbox"/> Emotional <input type="checkbox"/> Parent Involvement <input type="checkbox"/> English Language Learners <input type="checkbox"/> Special Education <input type="checkbox"/> Title I <input type="checkbox"/> 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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<b>Involvement of all parties</b>	
What constituent groups are represented on the SLT?	<input type="checkbox"/> Parents <input type="checkbox"/> UFT <input type="checkbox"/> DC37 <input type="checkbox"/> Other, specify _____ <input type="checkbox"/> Community Based Organization <input type="checkbox"/> Student
How is team balance reflected on your team?	<input type="checkbox"/> Number of Parents _____ <input type="checkbox"/> Number of Staff Members _____
How are team members involved in the creation and assessment of the CEP?	<input type="checkbox"/> CEP Goal & Priority Setting <input type="checkbox"/> Gathering, reviewing and assessing data <input type="checkbox"/> Committee & Subcommittee members <input type="checkbox"/> Assessments and Evaluations <input type="checkbox"/> Other, specify _____
How is the team communicating with the respective constituencies?	<input type="checkbox"/> Bulletin Board Postings <input type="checkbox"/> Email <input type="checkbox"/> Public Meetings <input type="checkbox"/> Newsletter <input type="checkbox"/> Minutes are Backed-Packed Home <input type="checkbox"/> PA/PTA President's Report <input type="checkbox"/> UFT Report <input type="checkbox"/> Principal's Report
What mechanism is used to solicit feedback and identify concerns from constituent groups?	<input type="checkbox"/> School Community Survey <input type="checkbox"/> Town Hall Meetings <input type="checkbox"/> Focus Groups <input type="checkbox"/> Suggestion Box <input type="checkbox"/> Other, Specify _____
How is full team participation measured?	

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

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<b>Shared Decision Making and Accountability</b>	
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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<b>Dispute Resolution</b>	
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?	<input type="checkbox"/> Superintendent <input type="checkbox"/> District Leadership Team <input type="checkbox"/> Network <input type="checkbox"/> FACE <input type="checkbox"/> Independent Mediator

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<b>Coordination of state and federal requirements for parental involvement</b>	
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 targeted for impact?	<input type="checkbox"/> Academic <input type="checkbox"/> Behavior <input type="checkbox"/> Attendance <input type="checkbox"/> Other, please specify _____
How did the implementation of the Parent Involvement Policy impact the area(s) cited above?	

Notes

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# School Leadership Team Toolkit

## Resources

Chancellor's Regulation A-190

School Based Budget: Chancellor's Regulation B-801

Chancellor's Regulation C-30

Chancellor's Regulation D-120

SAMPLE School Budget Overview

Glossary of DOE Terms & Acronyms

### **Chancellor's Regulation B-801 - School-based Budget**

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 principal is responsible for developing the school-based budget, and shall consult with the SLT during the development process so that the budget is aligned with the CEP.

### **Chancellor's Regulation A-190**

Regulation requiring a public review and comment process on all proposals by the Chancellor to close a school, make a significant change in school utilization, and/or locate or co-locate one or more charter schools in an existing public school building. According to this regulation, 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.

### **Chancellor's Regulation C-30**

Regulation establishing the procedures for the selection, assignment and appointment of principals and assistant principals; which also outlines the scope and composition of the Level I Committee for Community School District Positions. All members of the SLT shall be consulted prior to the appointment of any principal or assistant principal candidate to the school.

### **Chancellor's Regulation D-120**

Regulation sets for the ethics code that applies to parent and community members of School Leadership Teams.

# School Leadership Team Toolkit

## Chancellor's Regulation A-190

### **Chancellor's Regulation A-190**

Regulation requiring a public review and comment process on all proposals by the Chancellor to close a school, make a significant change in school utilization, and/or locate or co-locate one or more charter schools in an existing public school building. According to this regulation, 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.

Category: **STUDENTS**

Issued: 10/7/10

Number: **A-190**Subject: SIGNIFICANT CHANGES IN SCHOOL UTILIZATION AND  
PROCEDURES FOR THE MANAGEMENT OF SCHOOL  
BUILDINGS HOUSING MORE THAN ONE SCHOOL

Page: 1 of 2

## **SUMMARY OF CHANGES**

This regulation supersedes Chancellor's Regulation A-190 dated November 13, 2009.

### **Changes:**

- Clarifies definition of "affected community school district" for purposes of proposed significant changes in school utilization at high schools (p. 1, § I.A).
- Clarifies definition of "affected students" to refer to students attending all of an impacted school's sites (p. 1, § I.C).
- Clarifies definition of "affected community education council ("CEC")" (p. 1, § I.D).
- Clarifies definition of "impacted community boards" (p.1, § I.E).
- Ensures that the definition of "parent" used in the regulation accords with the definition set forth in Chancellor's Regulation A-660 (p. 1, § I.F).
- Revises the term "significant change in school utilization" to include changes to District 75 school organizations, and clarifies that the term applies neither to changes to the placement or siting of programs such as gifted and talented programs in facilities currently utilized by schools or other programs, nor to the co-location of new schools opening in new construction or other facilities not currently utilized by the DOE (p. 1, § I.G).
- Adds a definition of the term "capital improvement or facility upgrade" in order to enable the DOE's compliance with the Amended Charter School Act (p. 1, § I.H).
- Adds new attachments setting forth sample guides for use in the creation of Educational Impact Statements ("EIS") and Building Usage Plans (p. 2, § II.A.1 and Attachment No. 1; pp. 2-3 § II.A.2(a)(ii) and Attachment No. 2).
- Adds new section specifying the information to be included in EISs involving the co-location of one or more charter schools with one or more non-charter schools (pp. 2-3, § II.A.2).
- Establishes new procedures for filing and disseminating copies of EISs to affected or impacted schools, parents, CECs, school leadership teams, and other appropriate bodies (pp. 3-4, § II.A.3).
- Establishes processes for scheduling, setting the agenda for, and providing notice of joint public hearings on proposed significant changes in school utilization (pp. 4-5, § II.B).
- Clarifies that a further joint public hearing is required after the Chancellor substantially revises an EIS (p. 5, § II.B.5).
- Establishes timeline on which significant changes in school utilization approved by the Panel for Education Policy may take effect (p. 6, § II.C.5).
- Establishes building councils in all public school buildings in which two or more schools are co-located, and establishes minimum meeting schedules and procedures for those building councils (pp. 6-7, § III.A).
- Establishes shared space committees in all public school buildings in which one or more charter schools is/are co-located with one or more non-charter schools, and specifies that DOE parent and teacher representatives on that committee shall be selected by the corresponding constituent member of the SLT at that school (p. 7, § III.B.1).



# Regulation of the Chancellor

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Category: **STUDENTS**

Issued: 10/7/10

Number: **A-190**

Subject: SIGNIFICANT CHANGES IN SCHOOL UTILIZATION AND PROCEDURES FOR THE MANAGEMENT OF SCHOOL BUILDINGS HOUSING MORE THAN ONE SCHOOL

Page: 2 of 2

- Specifies, as required by the Amended Charter School Act, that the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building, and creates process by which co-located charter schools seek such authorization (pp. 7-8, § III.B.2).
- Further specifies that for any such capital improvements or facility upgrades authorized by the Chancellor, matching capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each co-located non-charter public school within the public school building within three months of such improvements or upgrades (pp. 7-8, § III.B.2).
- Revises the term “D75 program” to “D75 school organization” throughout the regulation.
- Clarifies which individuals or representatives of organizations are to receive notice of proposals and/or invitations to participate in joint public hearings.
- Updates the name of the contact office designated to receive inquiries regarding this regulation.

## **ABSTRACT**

In 2009, the New York Education Law was amended to require a public review and comment process on all proposals by the Chancellor to close a school or make a significant change in school utilization. The law was also amended to give the New York City Board of Education (hereinafter referred to as the Panel for Educational Policy (PEP)) authority to approve all proposals by the Chancellor to close a school or make a significant change in school utilization. In 2010, the New York State Charter School Act of 1998 was also amended to require additional procedures in connection with the location or co-location of one or more charter schools in an existing public school building (the "Amended Charter School Act"). This revised regulation implements each of these amendments to the law.

### **I. DEFINITIONS**

- A. For proposals concerning elementary, intermediate, and middle school grades, "affected community school district" shall refer to the community school district in which the school that is the subject of the proposal is located. For proposals concerning high school grades, the term shall mean the community school district within the geographical boundaries of which the school that is the subject of the proposal is located.
- B. The terms "affected school" and "impacted school" refer only to the individual instructional organization identified for direct action in the proposal and any school subject to a new co-location as a result of the proposed action. In the case of a proposal to expand the grade configuration of a school, the term shall also mean any schools co-located with the school being expanded.
- C. The terms "affected students" and "affected parents" refer to those students and parents of those students enrolled in any impacted school's sites at the time a proposal for a school closure or significant change in school utilization is made.
- D. The term "impacted Community Education Council" or "impacted CEC or Council" shall refer to the Community Education Council (CEC) representing the affected community school district.
- E. "Impacted community boards" shall include, for proposals concerning elementary, intermediate, and middle schools, those community boards whose boundaries fall within the geographic confines of the community school district in which the affected school is located. For proposals concerning high schools, the term shall include those community boards that are located within the community school district within the geographical boundaries of which the affected school is located.
- F. Consistent with the definitions in Chancellor's Regulation A-660, a "parent" is defined as the student's parent or guardian, or any person in a parental or custodial relationship to the student. The definition of parent includes: birth or adoptive parent, step-parent, legally appointed guardian, foster parent, and "person in parental relation" to a child currently attending a school.
- G. A "significant change in school utilization" shall mean the phase-out, grade reconfiguration, re-siting, or co-location of schools or District 75 school organizations in currently utilized school facilities. A "significant change in school utilization" shall not include changes to school-based programs, changes to zoning lines, or the placement/siting of programs such as gifted and talented programs, in facilities currently utilized by schools or other programs, nor shall the term include the co-location of new schools opening in new construction or other facilities not currently utilized by the DOE.

- H. A “capital improvement or facility upgrade” shall mean an addition or alteration to an existing building, which is permanent and is intended to increase a building’s value, beauty, or utility, or to adapt the building for a new purpose. Such addition or alteration becomes part of the existing building, or is intended to be permanently affixed to the existing building so that removal would cause material damage to the building or article itself. In addition to the foregoing, the following is a non-exhaustive list of additions or alterations that shall constitute facility upgrades: painting; the replacement of floor covering(s); the installation of electrical or computer network wiring; and the addition of window unit air conditioners. The Chancellor retains final authority to determine whether a given proposed project qualifies as a facility upgrade.

## II. **PROCEDURES FOR PUBLIC REVIEW AND COMMENT ON THE CHANCELLOR’S PROPOSALS FOR SCHOOL CLOSINGS AND CHANGES IN SCHOOL UTILIZATION**

### A. Educational Impact Statement

1. When the Chancellor proposes to close a school or make any significant change in school utilization (i.e., the phase-out, grade reconfiguration, re-siting, or co-location of schools) he or she shall prepare an educational impact statement (“EIS”)<sup>1</sup>. Such EIS shall include, where applicable:
  - a. The current and projected student enrollment of the affected school;
  - b. The prospective need for such school building;
  - c. The ramifications of such school closing or significant change in utilization upon the community;
  - d. Initial costs and savings resulting from the school closing or significant change in utilization;
  - e. The potential disposability of any closed school;
  - f. The impact of the proposal on affected students;
  - g. An outline of any proposed or potential use of the school building for other educational programs or administrative services;
  - h. The effect of the school closing or change in utilization on personnel needs, the costs of instruction, administration, transportation, and other support services;
  - i. The type, age, and physical condition of the school building, maintenance, and energy costs, recent or planned improvements to such school building, and such building’s special features;
  - j. The ability of other schools in the affected community district to accommodate students following the school closure or change in utilization; and
  - k. Information regarding the school’s academic performance, including whether such school has been identified as Persistently Lowest Achieving, a School Under Registration Review, and/or under Differentiated Accountability Status (In Need of Improvement, Corrective Action, or Restructuring).
2. EISs Concerning the Location and/or Co-Location of a Charter School in an Existing Public School Building.
  - a. For any proposal to locate or co-locate a charter school in an existing public school building, an EIS must also include the following:
    - i. The rationale as to why such public school building has been identified for the location or co-location of the charter school; and

<sup>1</sup> Suggested guides for such EIS are appended to this regulation at Attachment No. 1. Because each proposal is unique, EISs will include information as appropriate in light of the particular circumstances surrounding a given proposal.



consist of delivery or mailing by First Class Mail a hard copy of the EIS to the Chairperson of the PEP, the administrative assistant(s) of the impacted CEC(s), the president or representative of the impacted community board(s), the impacted community superintendent(s), the principal(s) of the impacted school(s) in his or her capacity as a member of the SLT, representatives of the CCELL and the CCSE, and, as appropriate, the presidents or representatives of the CCHS and the D75 Council.

4. The community superintendent of the community school district shall provide notice of such proposal and any subsequent revised proposal to all impacted parents, directly or via the affected school's administration. Such notice shall include information as to where a copy of the EIS or revised EIS, if applicable, may be obtained and the date and location of any joint public hearing on the proposal or revised proposal (see § II.B). In the case of a proposal concerning a high school, such notice to impacted parents shall be jointly provided by the community superintendent of the affected community school district and the High School Superintendent for the high school that is the subject of the proposal. In the case of a proposal concerning affected students enrolled in a D75 school organization, such notice to impacted parents shall be provided by the superintendent of D75.

#### B. Joint Public Hearing

1. For all proposals to close a school or to make a significant change in school utilization, the Chancellor<sup>2</sup> shall hold a joint public hearing with the impacted CEC and the SLT at the school that is the subject of the proposal. The CCELL and CCSE shall be invited to participate in the joint public hearing. In the case of proposals concerning high schools, the CCHS shall also be invited to participate in the joint public hearing. In the case of proposals concerning affected students who are enrolled in a D75 school organization, the D75 Council shall also be invited to participate in the joint public hearing.
2. Scheduling the Joint Public Hearing
  - a. Such joint public hearing shall be held no sooner than thirty (30) days, but no later than forty-five (45) days after the filing of the EIS.
  - b. Prior to the filing of the EIS, a person or office designated by the Chancellor shall propose potential dates and times for the joint public hearing to a president or representative of the impacted CEC and the principal of the impacted school in his capacity as the member of the SLT, and the presidents or representatives of the CCELL and the CCSE, and, in the case of a proposal concerning a high school or affected students enrolled in a D75 school organization, to the representative of the CCHS and D75 Council, as applicable. Each of these groups may indicate their availability on these dates and propose alternative dates. If no agreement on the date of the hearing can be reached prior to the filing of the EIS, the Chancellor or Chancellor's designee shall select a date on which the hearing may be conducted in a manner consistent with applicable statutory requirements.
3. Agenda for the Joint Public Hearing
  - a. Prior to the joint public hearing, a person or office designated by the Chancellor shall forward a proposed joint agenda for the joint public hearing to a president or representative of the impacted CEC, the principal(s) of the impacted schools(s) in his or her capacity as a member of the SLT, and the presidents or

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<sup>2</sup> For proposed school closings, the public hearing shall be held by the Chancellor or Deputy Chancellor and the impacted CEC and SLT. In the case of a proposed significant change in school utilization, the hearing shall be held by the Chancellor or his or her designee and the impacted CEC and SLT.

representatives of the CCELL and CCSE, and the president or representative of the CCHS and D75 Council, as applicable. The CEC, SLT, CCELL, CCSE and the CCHS and/or D75 Council, as applicable, shall be given an opportunity to comment on the proposed joint agenda and to propose changes to such agenda.

- b. Such agenda shall include a brief presentation of the proposal by the Chancellor, the Chancellor's designee, and/or, in the case of a school closing proposal, a Deputy Chancellor. Such agenda shall on request include a brief presentation by the impacted CEC, the SLT of the impacted schools(s), and the CCELL, CCSE, CCHS and/or D75 Council, as applicable. If agreement cannot be reached on the content of the agenda, the impacted CEC, the SLT of the impacted school(s) and the CCELL, CCSE, CCHS and/or D75 Council, as applicable, may utilize their allocation of time as they see fit, after the brief presentation of the proposal by the Chancellor, the Chancellor's designee, and/or, in the case of a school closing proposal, a Deputy Chancellor, and within the time constraints set forth below.

Any presentation by the Chancellor, Chancellor's designee or Deputy Chancellor, the CEC, the SLT, or the CCELL, CCSE, CCHS, or D75 Council, as applicable, shall be limited to a reasonable amount of time and shall not impinge on the public's opportunity to provide comment.

4. The Chancellor shall post notice of the joint public hearing on the DOE's official internet website and provide notice to all affected parents and students. In addition, the Chancellor shall notify the community boards and the elected state and local officials who represent the affected community district. All interested parties shall be given an opportunity to comment on the proposal.
5. After receiving public input, the Chancellor may exercise his or her authority to substantially revise the proposed school closing or change in utilization, provided the revised proposal does not impact any school other than those schools identified in the initial EIS. In the event the Chancellor decides to revise the proposal significantly, he or she shall prepare a revised EIS in the form set forth in § II.A.1 of this regulation. The revised EIS shall be published on DOE's official internet website and a copy shall be filed with the impacted CEC, the impacted community boards, the community superintendent, the SLT of the impacted school, and the CCHS and/or CCSE and D75 Council, as applicable, in the manner set forth in § II.A.3. No sooner than fifteen days following the filing of such revised EIS, the Chancellor or Deputy Chancellor, or in the case of a significant change in school utilization the Chancellor or his or her designee, shall hold a joint public hearing pursuant to § 2590-h(2-a)(d-1) of the New York Education Law.

C. Approval by the PEP

1. The Chancellor shall submit all proposals for school closings or significant changes in school utilization to the PEP for approval.
2. Pursuant to § 2590-g(8)(a) of the New York Education Law, before the PEP can approve any proposal for a school closing or significant change in school utilization, the public shall be given an opportunity to submit comments on the proposal. At least forty-five (45) days in advance of the PEP's vote on such proposal, the PEP shall publish a notice of the proposal on the DOE's official internet website and specifically circulate the notice to all community superintendents, CECs, community boards, and SLTs. Such notice shall include:
  - a. A description of the subject, purpose, and substance of the proposal;
  - b. Information as to where the full text of the EIS may be obtained;

- c. The name, office, address, e-mail address, and telephone number of a city district representative knowledgeable on the item under consideration from whom any information may be obtained concerning such proposal;
  - d. The date, time, and place of any hearing on the proposal;
  - e. The date, time, and place of the PEP meeting at which the PEP will vote on the proposal; and
  - f. Information as to how to submit oral or written comments regarding the proposal.
3. If the Chancellor's proposal for a school closing or significant change in school utilization is substantially revised at any time following public notice of the proposal by the PEP, the PEP shall issue a revised public notice at least fifteen (15) days in advance of any PEP vote on the proposal. The revised public notice shall include:
- a. A description of the subject, purpose, and substance of the revised proposal;
  - b. Identification of all substantial revisions to the proposal;
  - c. A summary of all public comments received on the proposal following the initial public notice;
  - d. Information as to where the full text of the revised EIS may be obtained;
  - e. The name, office, address, e-mail address, and telephone number of a city district representative knowledgeable on the item under consideration from whom any information may be obtained concerning such proposal;
  - f. The date, time, and place of any hearing on the revised proposal;
  - g. The date, time, and place of the PEP meeting at which the PEP will vote on the revised proposal; and
  - h. Information as to how to submit oral or written comments regarding the revised proposal.
4. After the period for public comment has ended and before the PEP votes on the proposal, the PEP shall publish on the DOE's official internet website an assessment of all public comments concerning the proposal received prior to twenty-four (24) hours before the PEP meeting at which the proposal is subject to a vote. Such assessment shall include:
- a. A summary and analysis of the issues raised and significant alternatives suggested;
  - b. A statement of the reasons why any significant alternatives were not incorporated into the proposal;
  - c. A description of any changes made to the proposal as a result of public comments received; and
  - d. Information as to where the full text of the EIS or revised EIS may be obtained.
5. Proposals approved by the PEP pursuant to paragraph (e) of subdivision (2-a) of § 2590-h of the New York Education Law shall not take effect until all applicable provisions of this regulation have been satisfied and the school year in which the PEP granted approval has ended.

### **III. PROCEDURES FOR THE MANAGEMENT OF PUBLIC SCHOOL BUILDINGS HOUSING MORE THAN ONE SCHOOL OR PROGRAM**

#### **A. Building Councils**

1. A building council shall be established at each public school building in which two or more schools are co-located, or in which one or more schools is co-located with a D75

school organization. The building council shall be comprised of the principal of each non-charter co-located school or D75 school organization (or the assistant principal of the D75 school organization), and a representative designated by each co-located charter school. They shall meet at least once a month to discuss and resolve issues related to the smooth daily operation of all schools and programs in the building and the safety of the students they serve.

In the event that a building council cannot reach resolution on an issue, the dispute resolution procedures set forth in the Campus Policy Memo and Procedures, available at <http://schools.nyc.gov/community/campusgov>, shall be applicable.

2. The building council will create and maintain agendas and minutes of their meetings, as well as certain other records related to the management of the school building, in the manner set forth in the Campus Policy Memo and Procedures, available at <http://schools.nyc.gov/community/campusgov>.
- B. Charter Schools Co-Located with One or More Non-Charter Schools or Certain D75 School Organizations
1. Shared Space Committees
    - a. A shared space committee shall be established in each public school building in which one or more charter schools are co-located with one or more non-charter public schools or a D75 school organization. The shared space committee shall be comprised of the principal (or an assistant principal of the D75 school organization), a teacher, and a parent from each co-located school or D75 school organization. With respect to a non-charter school's teacher and parent members, such shared space committee members shall be selected by the corresponding constituent member of the SLT at that school.
    - b. Such committee shall meet at least four times per school year. With respect to charter schools whose location or co-location in a public school building was approved by the PEP after the effective date of the Amended Charter School Act (i.e., May 28, 2010), the shared space committee shall review implementation of the building usage plan developed by the Chancellor and approved by the PEP. With respect to charter schools that were approved to be located or co-located in a public school building prior to the effective date of the Amended Charter School Act, the shared space committee shall review implementation of the current building space plan in place at those buildings.
  2. Capital Improvements and Facility Upgrades
    - a. The Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. The Chancellor or his/her designee may condition such authorization on the receipt from the requesting entity of funding up to the amount necessary to fund the capital improvements or facility upgrades that must be made to each non-charter school within the public school building to meet the requirement of paragraph d of subdivision 3 of § 2853 of the Education Law. The costs of both labor and supplies shall be included in the calculation of the cost of a proposed capital improvement or facility upgrade. All work undertaken and supplies purchased as part of a single project shall be considered in the calculation of the cost of a proposed capital improvement or facility upgrade. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter

school for each non-charter school within the public school building. For any capital improvements or facility upgrades in excess of five thousand dollars that have been approved by the Chancellor, regardless of the source of funding, made in a charter school that is already co-located within a public school building, matching capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter public school within the public school building within three months of such improvements or upgrades.

b. Approval Process

- i. All proposed capital improvements and facility upgrades must be submitted in writing to the building's building council and shared space committee before submission to the Division of Operations. The written proposal must be submitted to the Division of Operations, or other designated office, at least 15 school days prior to the proposed date of the project's commencement. A charter school's funding for a proposed capital improvement or facility upgrade must be secured at the time of submission.
- ii. The Division of Operations, or its designee, shall review the charter school's application for approval of its proposed capital improvement or facility upgrade and make recommendations regarding approval to the Chancellor or his/her designee.
- iii. The Chancellor or his designee shall notify the charter school's operator and the co-located non-charter schools of the decision to grant or deny approval of the proposed capital improvement or facility upgrade.
- iv. Any changes to the original proposed scope of the charter school's capital improvement or facility upgrade must be approved by the Chancellor or his/her designee in advance of implementing the change in the scope of work.
- v. Any charter school which proceeds with a capital improvement or facility upgrade that has not been approved by the Chancellor or his/her designee shall be responsible for funding improvements or upgrades to be made in an amount equal to the expenditure of the charter school for each non-charter public school within the public school building within three months of the charter school's improvements or upgrades. The Chancellor may also choose to exercise any other remedy available by law.

c. Appeals

Once a proposal to locate or co-locate a charter school within a public school building and its accompanying building usage plan have been approved by the PEP, the proposal and/or implementation of and compliance with the building usage plan may be appealed to the Commissioner of Education pursuant to § 2853(3)(a-5) of the New York Education Law.

**IV. PROCEDURES FOR EMERGENCY SCHOOL CLOSINGS AND SIGNIFICANT CHANGES IN SCHOOL UTILIZATION**

- A. The Chancellor may temporarily close a school or adopt a significant change in a school's utilization on an emergency basis if he or she determines such action is immediately necessary to preserve student health, safety, or general welfare.
- B. The Chancellor shall provide a written statement setting forth the reasons for the emergency action and shall publish such statement on the DOE's official internet website.

- C. An emergency closing or change in utilization shall only remain in effect for up to six months, during which time the Chancellor shall comply with the requirements set forth in this regulation. Before an emergency closing or significant change in utilization can extend beyond the six-month period, all requirements of this regulation must be met.

V. **EFFECTIVE DATE**

This regulation shall take effect on the day following approval by the PEP.

VI. **INQUIRIES**

Inquiries pertaining to this regulation should be addressed to:

Telephone:  
212-374-5049

*Division of Portfolio Planning*  
N.Y.C. Department of Education  
52 Chambers Street – Room 405  
New York, NY 10007

Fax:  
212-374-5581

[Portfolio@schools.nyc.gov](mailto:Portfolio@schools.nyc.gov)



## **The Phase-Out and Eventual Closure of School Name (DBN)**

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### **I. Summary of Proposal**

- Identifying information:
  - o School name, code and grades served
  - o Community School District, building code and address
  - o Currently co-located schools (if applicable)
- Description of the action to be taken as a result of the proposal:
  - o Provide information about the implementation of the proposal including the grade(s) that will phase out each year and the year the school will be closed
- Rationale for the proposed action:
  - o Description of accountability criteria that informed the phase-out proposal
  - o Explanation of Persistently Lowest Achieving designation (if applicable)
  - o Where possible, summarize significant steps taken by DOE to improve school performance before decision to seek phase-out was reached
  - o Provide school performance information that led to proposal and involvement of community prior to recommendation

### **II. Proposed or Potential Use of Building**

- Information about the building:
  - o Capacity
  - o Current utilization
- Description of the proposed use of the building
  - o If the proposed use of the building includes the siting of an additional school, refer to the EIS for that proposed co-location

### **III. Impact of the Proposal on the Impacted Students, Schools and Community**

#### ***a. Students***

- The impact on the students currently enrolled in the phase out school:
  - o Describe any impact to Special Education (SE) and English Language Learner (ELL) students and the plan to support them going forward (if applicable)
  - o Explain enrollment options available to current students enrolled in the school including if students have an opportunity to transfer out of the school
  - o Describe any change in the High School Admissions programs, CTE Pathways, Middle School Choice programs, and SE & ELL programs

available to current students that are proposed as part of the proposal (if applicable)

- If applicable, describe any other significant programmatic changes at the school that are proposed as part of the proposal
  
- The impact on the students that would have enrolled in the phase-out school:
  - Explain the next steps for students who included the phase-out school on their High School Application
  - If the school is zoned, explain the impact on families residing in the zone
  - Describe the alternative options for students. List schools (at relevant grade levels) located in the community in which the phasing out school is located, and provide the following for each of these schools:
    - Name
    - DBN
    - Address
    - Enrollment data
    - Building capacity/utilization
    - Demand data (where applicable)
    - Eligibility criteria of programs offered
    - SE and ELL data
    - Available High School Admissions Programs, CTE Pathways or Middle School Choice programs where applicable
    - Site accessibility
    - Accountability information
  - Impact on available programs:
    - List High School Admissions programs, CTE Pathways and Middle School Choice programs (where applicable) available at the proposed phase-out
    - List schools (at relevant grade levels) that offer similar High School Admissions programs, CTE pathways and Middle School Choice programs, where applicable
  - If the building is fully accessible, explain how students requiring a fully accessible building will be accommodated

***b. Schools***

- The impact of the proposal on the schools in the building:
  - Number of seats being eliminated in the building as a result of the phase-out
  - Projected utilization of the building
  - Number of projected new seats in the building
  - Description of any proposed new schools in the building (reference the separate EIS which will be created). Include the following information:
    - Name
    - DBN

- Address
- Projected entering enrollment
- Selection criteria (if applicable)
- Types of High School Admissions programs, CTE Pathways or Middle School Choice programs (if applicable)
- For each school in the building, describe how the allocation of instructional space will change as a result of the proposal. Also, describe if there will be a direct increase or decrease in enrollment of other schools in the building as a result of the proposal
- List planned capital improvements or facilities upgrades, if applicable

**c. Community**

- In the aggregate, describe the impact of the proposal on the community:
  - Impact on available seats and surrounding schools:
    - Enrollment trend
    - Capacity need
    - Estimated number of seats being eliminated in community as a result of phase-outs and truncations.
    - Estimated number of projected new seats being created in the community as a result of new schools, grade expansions, and ongoing phasing in of schools
    - List of proposed new schools (at relevant grade levels) in the community (whichever is applicable) and provide the following information:
      - Name
      - DBN
      - Address
      - Projected entering enrollment
      - Selection criteria (if applicable)
      - Types of High School Admissions programs, CTE Pathways and Middle School Choice programs (if applicable)
  - Describe the alternative options for students. List schools (at relevant grade levels) located in the community in which the phasing out school is located, and provide the following for each of these schools:
    - Name
    - DBN
    - Address
    - Enrollment data
    - Building capacity/utilization
    - Demand data (where applicable)
    - Eligibility criteria of programs offered
    - SE and ELL data

- Available High School Admissions programs, CTE Pathways and Middle School Choice programs, where applicable
- Site accessibility
- Accountability information
- Impact on availability of programs:
  - List applicable High School Admissions programs, CTE Pathways and Middle School Choice programs available at the proposed phase-out
  - List schools that have offer similar High School Admissions programs, CTE Pathways and Middle School Choice programs
- History and Community Use
  - State when school opened
  - Describe the likely effect, if any, of proposed phase-out on the ability of community members to obtain school building use permits at the phase-out location pursuant to section 414 of the Education Law

#### **IV. Enrollment, Admissions and School Performance Information**

- For each impacted school, provide the following:
  - Enrollment data
    - Current enrollment and grades served
    - Projected enrollment of new schools (if applicable)
    - Admissions and eligibility criteria
    - Demographic information
    - For the school proposed for closure, list the grades served and projected enrollment for each year from the start of the phase-out to closure
  - Performance data:
    - Progress Report grade
    - Graduation rate and/or ELA/Math scores
    - State Accountability Status
    - Average attendance and link to attendance report

#### **V. Initial Costs and Savings**

- Provide information on the funding formula for schools
- Provide information on the cost of the move (if applicable)

#### **VI. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services**

##### ***a. Personnel Needs***

- Describe impact on the administrative staff, non-pedagogical, and pedagogical positions that will be created or eliminated as a result of the proposal
- Reference net impact on positions in the district and/or system

***b. Costs of Instruction***

- State the per capita funding amount and any additional funding the school will receive

***c. Administration***

- Describe impact on staffing of schools and expected increases or decreases of staff as a result of the proposal. If decreases are expected, explain what will happen to staff

***d. Transportation***

- Describe impact of the proposal – or lack thereof – on transportation provided to students (if applicable)

***e. Other Support Services***

**VII. Building Information**

- Type of building: primary, secondary
- Year built
- Overall BCAS rating
- Target utilization & target capacity
- FY 2009 Maintenance Costs:
  - o Labor:
  - o Materials:
  - o Maintenance and repair contracts:
  - o Service contracts:
  - o Custodial operations costs (materials, custodial allocation):
- FY 2009 Energy Costs:
  - o Electric
  - o Gas
  - o Oil
- Projects completed during current or prior school year:
- Projects proposed in capital plan:
- Note if fully accessible:
- List of building attributes: gymnasium, auditorium, science labs, cafeteria, library



## **The Co-location of New School Name (DBN) with Existing School Name(s) (DBN)**

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### **I. Summary of Proposal**

- Identifying information:
  - o New school name, code, charter or non-charter status and grades served
  - o Projected enrollment of new school for first year of implementation and at scale
  - o If a charter school, identify the authorizer
  - o Existing school name(s), DBN, and grades served
  - o Community School District, building code and address
- Description of the action to be taken as a result of the proposal:
  - o Provide information about the implementation of the proposal including the grade(s) and the number of students added each year as the new school phases-in
- Description of the new school
- Rationale for the proposed action
  - o Explain the need for the co-location, and how the proposal addresses that need

### **II. Proposed or Potential Use of Building**

- Information about the building:
  - o Capacity
  - o Current utilization
- Description of the proposed use of the building

### **III. Impact of the Proposal on the Impacted Students, Schools and Community**

#### ***a. Students***

- The impact on the students currently enrolled in the building:
  - o Describe any impact to Special Education (SE) and English Language Learner (ELL) students and the plan to support them going forward (if applicable)
  - o Describe any change in the High School Admissions programs, CTE Pathways, Middle School Choice programs and SE & ELL programs available to current students that are proposed as part of the proposal (if applicable)

- If applicable, describe any other significant programmatic changes at the school

***b. Schools***

- The impact of the proposal on the schools in the building:
  - For each school in the building, describe how the allocation of instructional space will change as a result of the proposal. Also, describe if there will be a direct increase or decrease in enrollment of other schools in the building as a result of the proposal
  - Include a description of the proposed space allocation for the existing school(s) and new school each year for the duration of the proposed co-location or until the new school is at scale. If the new school is a charter school, include reference to the proposed Building Utilization Plan.
  - Indicate accessibility of specialty classrooms (i.e. computer labs, science labs) for each respective school
  - Describe the impact on shared spaces such as the gymnasium, cafeteria, library, and playground. Include an example of how such space can be shared between or among the proposed co-located schools
  - Describe the impact on the building's safety and security plan.
  - List planned capital improvements or facilities upgrades, if applicable

***c. Community***

- In the aggregate, describe the impact of the proposal on the community:
  - Impact on available seats and surrounding schools:
    - Enrollment trend
    - Capacity need
    - Number of projected new seats being created in the community as a result of new schools, grade expansions, and ongoing phasing in of schools
  - Impact on availability of programs:
    - List applicable High School Admissions programs, CTE Pathways and Middle School Choice programs available at the proposed new school
  - Describe the likely effect, if any, of proposed co-location on the ability of community members to obtain school building use permits at the location pursuant to section 414 of the Education Law

**IV. Enrollment, Admissions and School Performance Information**

- For each impacted school, provide the following:
  - Enrollment data

- Current enrollment and grades served
- Projected enrollment of new schools (if applicable)
- Admissions and eligibility criteria
- Demographic information
- For the school proposed for closure, list the grades served and projected enrollment for each year from the start of the phase-out to closure
- Performance data:
  - Progress Report grade
  - Graduation rate and/or ELA/Math scores
  - State Accountability Status
  - Average attendance and link to attendance report

## **V. Initial Costs and Savings**

- Provide information on the funding formula for schools
- Provide information on the cost of the move (if applicable)

## **VI. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services**

### ***a. Personnel Needs***

- Describe impact on the administrative staff, non-pedagogical, and pedagogical positions that will be created or eliminated as a result of the proposal
- Reference net impact on positions in the district and/or system

### ***b. Costs of Instruction***

- State the per capita funding amount and any additional funding the school will receive

### ***c. Administration***

- Describe impact on staffing of schools and expected increases or decreases of staff as a result of the proposal. If decreases are expected, explain what will happen to staff

### ***d. Transportation***

- Describe impact of the proposal – or lack thereof – on transportation provided to students (if applicable)

### ***e. Facilities Upgrades (if charter school)***

- Per the New York State Charter Schools Act of 1998 (as amended May 2010), any capital improvement or facility upgrade (in excess of \$5,000) made to a co-located charter school requires matching capital improvements or facility upgrades to each non-charter public school in the building. For more information on how proposed upgrades are evaluated please refer to Chancellor's Regulation A-190

*f. Other Support Services*

**VII. Building Information**

- Type of building: primary, secondary
- Year built
- Overall BCAS rating
- Target utilization & target capacity
- FY 2009 Maintenance Costs:
  - o Labor:
  - o Materials:
  - o Maintenance and repair contracts:
  - o Service contracts:
  - o Custodial operations costs (materials, custodial allocation):
- FY 2009 Energy Costs:
  - o Electric
  - o Gas
  - o Oil
- Projects completed during current or prior school year:
- Projects proposed in capital plan:
- Note if fully accessible:
- List of building attributes: gymnasium, auditorium, science labs, cafeteria, library



## The Re-Siting of School Name (DBN) from Building Name (Code) to Building Name (Code)

### **I. Summary of Proposal**

- Identifying information:
  - o Re-locating school name, code, charter or District
  - o Projected enrollment for first year of implementation (if school is phasing-in) and at scale, grades currently served (if phasing-in) and grades to be served at scale
  - o If a charter school, identify the authorizer
  - o Current Community School District, building code and address
  - o Proposed new Community School District, building code and address
  - o Existing co-located school name(s), code, and grades served
- Description of the action to be taken as a result of the proposal:
  - o Provide information about the implementation of the proposal including the grade(s) and the number of students served in the re-locating school. If school is still phasing-in, include the grade(s) and number of students added each year as the school phases-in.
- Rationale for the proposed action:
  - o Explain the need for re-siting and how the proposal addresses that need

### **II. Proposed or Potential Use of Building**

- Information about the building:
  - o Capacity
  - o Current utilization
- Description of the proposed use of the building

### **III. Impact of the Proposal on the Impacted Students, Schools and Community**

#### ***a. Students***

- The impact on the students currently enrolled in the existing and re-locating school:
  - o Describe any impact to Special Education (SE) and English Language Learner (ELL) students and the plan to support them going forward (if applicable)
  - o Describe any change in the High School Admissions programs, CTE Pathways, Middle School Choice programs and SE & ELL programs available to current students that are proposed as part of the proposal (if applicable)

- If applicable, describe any other significant programmatic changes at the school
- Indicate the distance from the school's current location to the proposed new location
- Provide information about the accessibility of the new location by public transportation and any changes to current students' transportation options (yellow bussing or public transit)
- Provide information about where the majority of the current students enrolled are coming from
- Provide information about the impact on future student populations who would have enrolled at the old site

***b. Schools***

- The impact of the proposal on the schools in the building:
  - For each school in the building, describe how the allocation of instructional space will change as a result of the proposal. Also, describe if there will be a direct increase or decrease in enrollment of other schools in the building as a result of the proposal
  - Include a description of the proposed space allocation for the existing school(s) and re-locating school. If re-locating school is still phasing-in include a description of the proposed space allocation for each year until that school is at full growth. If a charter school is re-locating, include reference to the proposed Building Utilization Plan
  - Indicate accessibility of specialty classrooms (i.e. computer labs, science labs) for each respective school
  - Describe the impact on shared spaces such as the gymnasium, cafeteria, library, and playground, where applicable. Include an example of how such space might be shared between or among the proposed co-located schools
  - Describe the impact on the building's safety and security plan
  - List planned capital improvements or facilities upgrades, if applicable
  - Indicate what will happen with the available space at the school's current location

***c. Community***

- In the aggregate, describe the impact of the proposal on the community:
  - Impact on available seats and surrounding schools:
    - Enrollment trend
    - Capacity need
    - Number of projected new seats being created in the community as a result of new schools, grade expansions, and ongoing phasing in of schools
  - Impact on availability of programs:

- List applicable High School Admissions programs, CTE Pathways and Middle School Choice programs available at the proposed re-siting
- Describe the likely effect, if any, of proposed re-siting on the ability of community members to obtain school building use permits at the location pursuant to section 414 of the Education Law

#### **IV. Enrollment, Admissions and School Performance Information**

- For each impacted school, provide the following:
  - Enrollment data
    - Current enrollment and grades served
    - Projected enrollment of new schools (if applicable)
    - Admissions and eligibility criteria
    - Demographic information
    - For the school proposed for closure, list the grades served and projected enrollment for each year from the start of the phase-out to closure
  - Performance data:
    - Progress Report grade
    - Graduation rate and/or ELA/Math scores
    - State Accountability Status
    - Average attendance and link to attendance report

#### **V. Initial Costs and Savings**

- Provide information on the funding formula for schools
- Provide information on the cost of the move (if applicable)

#### **VI. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services**

##### ***a. Personnel Needs***

- Describe impact on the administrative staff, non-pedagogical, and pedagogical positions that will be created or eliminated as a result of the proposal
- Reference net impact on positions in the district and/or system

##### ***b. Costs of Instruction***

- State the per capita funding amount and any additional funding the school will receive

##### ***c. Administration***

- Describe impact on staffing of schools and expected increases or decreases of staff as a result of the proposal. If decreases are expected, explain what will happen to staff

**d. Transportation**

- Describe impact of the proposal – or lack thereof – on transportation provided to students (if applicable)

**e. Capital Improvements or Facilities Upgrades (if charter school)**

- Per the New York State Charter Schools Act of 1998 (as amended May 2010), any capital improvement or facility upgrade (in excess of \$5,000) made to a co-located charter school requires matching capital improvements or facility upgrades to each non-charter public school in the building. For more information on how proposed upgrades are evaluated please refer to Chancellor's Regulation A-190

**f. Other Support Services**

**VII. Building Information**

- Type of building: primary, secondary
- Year built
- Overall BCAS rating
- Target utilization & target capacity
- FY 2009 Maintenance Costs:
  - o Labor:
  - o Materials:
  - o Maintenance and repair contracts:
  - o Service contracts:
  - o Custodial operations costs (materials, custodial allocation):
- FY 2009 Energy Costs:
  - o Electric
  - o Gas
  - o Oil
- Projects completed during current or prior school year:
- Projects proposed in capital plan:
- Note if fully accessible:
- List of building attributes: gymnasium, auditorium, science labs, cafeteria, library



## **The Grade Reconfiguration of School Name(s) (DBN)**

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### **I. Summary of Proposal**

- Identifying information:
  - o School name, code (DBN), grades currently served and grades proposed to be served after reconfiguration is complete
  - o Community School District, building code and address
  - o Currently co-located schools (if applicable)
- Description of the action to be taken as a result of the proposal
  - o Grades to be truncated or phased in each year
- Rationale for the proposed action
  - o Explain the need for a grade reconfiguration and how proposed reconfiguration addresses those needs

### **II. Proposed or Potential Use of Building**

- Information about the building:
  - o Capacity
  - o Current utilization
- Description of the proposed use of the building
  - o If the proposed use of the building includes the siting of an additional school, refer to the EIS for that proposed co-location.

### **III. Impact of the Proposal on the Impacted Students, Schools and Community**

#### ***a. Students***

- The impact on the students currently enrolled in the building.
  - o Describe any impact to Special Education (SE) and English Language Learner (ELL) students and the plan to support them going forward (if applicable)
  - o Explain enrollment options available to current students enrolled in the school including if students have an opportunity to transfer out of the school
  - o If applicable, describe any change in the High School Admissions programs, CTE Pathways, Middle School Choice programs and SE & ELL programs available to current students that are proposed as part of the proposal
  - o If applicable, describe any other significant programmatic changes at the school

#### ***b. Schools***

- The impact of the proposal on the schools in the building
  - o For each school in the building, describe how the allocation of instructional space will change as a result of the proposal. Also, describe if there will be a direct increase or decrease in enrollment of other schools in the building as a result of the proposal
  - o If space will become available as a result of the proposal, describe potential uses

**c. Community**

- In the aggregate, describe the impact of the proposal on the community.
  - o Rationale for overall impact on grade level capacity
  - o Net impact (from this proposal and other phase-outs and/or grade reconfigurations) on number of grade level seats in the district
    - Seat increase or decrease at each school, at each grade level
    - Describe the impact of available seats in district
  - o Describe the likely effect, if any, of proposed reconfiguration on the ability of community members to obtain school building use permits at the location pursuant to section 414 of the Education Law

**IV. Enrollment, Admissions and School Performance Information**

- For each impacted school, or school affected by the proposed reconfiguration, provide the following:
  - o Enrollment data
    - Current enrollment and grades served
    - Admissions and eligibility criteria
    - Demographic information
    - For the school proposed for closure, list the grades served and projected enrollment for each year from the start of the phase-out to closure
  - o Performance data:
    - Progress Report grade
    - Graduation rate and/or ELA/Math scores
    - State Accountability Status
    - Average attendance and link to attendance report

**V. Initial Costs and Savings**

- Provide information on the funding formula for schools
- Provide information on the cost of the move (if applicable)

## **VI. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services**

### ***a. Personnel Needs***

- Describe impact on the administrative staff, non-pedagogical, and pedagogical positions that will be created or eliminated as a result of the proposal
- Reference net impact on positions in the district and/or system

### ***b. Costs of Instruction***

- State the per capita funding amount and any additional funding the school will receive

### ***c. Administration***

- Describe impact on staffing of schools and expected increases or decreases of staff as a result of the proposal. If decreases are expected, explain what will happen to staff

### ***d. Transportation***

- Describe impact of the proposal – or lack thereof – on transportation provided to students (if applicable)

### ***e. Other Support Services***

- Describe impact of proposed grade reconfiguration on other support services

## **VII. Building Information**

- Type of building: primary, secondary
- Year built
- Overall BCAS rating
- Target utilization & target capacity
- FY 2009 Maintenance Costs:
  - o Labor:
  - o Materials:
  - o Maintenance and repair contracts:
  - o Service contracts:
  - o Custodial operations costs (materials, custodial allocation):
- FY 2009 Energy Costs:
  - o Electric
  - o Gas
  - o Oil

- Projects completed during current or prior school year:
- Projects proposed in capital plan:
- Note if fully accessible:
- List of building attributes: gymnasium, auditorium, science labs, cafeteria, library

**BUILDING UTILIZATION PLAN**

Pursuant to the New York State Charter Schools Act of 1998 (as amended May 2010), the following plan outlines the proposed allocation of classrooms and administrative space between X CHARTER SCHOOL and DOE SCHOOL X. It also includes a proposal for the collaborative usage of shared resources and spaces between X CHARTER SCHOOL and DOE SCHOOL X, including but not limited to, cafeterias, libraries, gymnasiums, and recreational areas which assures equitable access to such facilities. Information about the impact on building safety and security, proposed strategies for communication and collaborative decision making between the co-located schools, and a description of the shared space committee is also included. Please refer to the Educational Impact Statement, if applicable, to which this plan is attached for further information about the proposed co-location.

METHODOLOGY

We have applied the New York City Department of Education’s (“DOE”) Instructional Footprint (“Footprint”)<sup>1</sup> to all schools and/or programs outlined in this plan to allocate rooms in an unbiased manner, and have divided the remaining space equitably based on the proportion of the total students in the building enrolled by each school and/or program, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

JUSTIFICATION OF FEASIBILITY AND EQUITABILITY OF CLASSROOM AND ADMINSTRATIVE SPACE ALLOCATION

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal. For elementary schools serving grades PreK-5 or K-5, the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. In addition to these capacity generating instructional rooms, schools serving grades K-5 receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These classes can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

At the elementary level, cluster classrooms are allocated as follows:

<b>Enrollment</b>	<b># of Cluster Rooms</b>
1,251 and up	5
750-1,250	4
251-750	3
151-250	2
0-150	1

<sup>1</sup> The Footprint is a tool to be used by all stakeholders in the analysis and assessment of space usage in DOE buildings. Its purpose is to ensure that the space allocation plan for all schools is fair and equitable. In co-location agreements, the parameters outlined in the Footprint should serve as a guideline for making decisions about the allocation of space, while empowering building occupants to make decisions that best meet the needs of all students in the building. The DOE Footprint can be found at: [http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/65901/NYCDOE\\_Instructional\\_Footprint\\_revisedMay2009\\_noco.pdf](http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/65901/NYCDOE_Instructional_Footprint_revisedMay2009_noco.pdf)

For grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

All schools receive a baseline of the approximate equivalent of 2 full size classrooms<sup>2</sup> for student support services and resource rooms. Additionally, all schools receive a baseline of the approximate equivalent of 1 full size classroom and 1 half size classroom for administrative services.

Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. The DOE, however, will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

### **Allocation of Classrooms and Administrative Space**

According to a building walkthrough and survey performed on XXX by XXX, Director of Space Planning, building XX [INSERT BUILDING CODE] has a total of XX full size classrooms<sup>3</sup>, X science labs (if applicable), XX half size classrooms<sup>4</sup> and XX administrative offices. The XX building also contains a (list all that apply) gymnasium, auditorium, lunchroom, and library.

[IF APPLICABLE NOTE WHETHER THERE IS A COMMUNITY BASED ORGANIZATION OR OTHER ENTITY IN THE BUILDING. DESCRIBE WHETHER THERE WILL BE AN IMPACT ON THE COMMUNITY BASED ORGANIZATION OR OTHER ENTITY AS A RESULT OF THE PROPOSED CO-LOCATION]

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<sup>2</sup> Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full size classrooms for student support services or resource rooms which could be equal to 4 half size classrooms or 1 full size classroom and 2 half size classrooms, etc.

<sup>3</sup> Full size classrooms have an area of 500 square feet or more.

<sup>4</sup> Half size classrooms have an area of less than 500 square feet.

**2011-2012**

Based on current enrollment<sup>5</sup>, DOE SCHOOL X serves a total of X students in X classes (including pre-kindergarten students and students with disabilities). According to the Footprint, DOE SCHOOL X requires XX full size classrooms, XX half size classrooms, and XX administrative offices.<sup>6</sup> [EXPLANATION OF PROJECTED ENROLLMENT BASED ON HISTORICAL ENROLLMENT TRENDS]

According to its charter, CHARTER SCHOOL X will serve a total of XXX-XXX students in grade(s) X-X, in X classes (including students with disabilities) in the 2011-2012 school year. CHARTER SCHOOL X requires XX full size classrooms, XX half size classrooms, and XX administrative offices per the Footprint.

After DOE SCHOOL X and CHARTER SCHOOL X have received the baseline allocation of rooms according to the Footprint, X full size rooms, X half size rooms, and X administrative offices will remain in the X building. DOE SCHOOL X will receive X additional full size classrooms, X additional half size classrooms, and X additional administrative offices above its baseline space allocation.<sup>7</sup> CHARTER SCHOOL X will receive X additional full size classrooms, X additional half size classrooms, and X additional administrative offices above its baseline space allocation. [EXPLAIN RATIONALE FOR ALLOCATION (i.e. this allocation is based on relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools (describe), or the physical location of the excess space within the building (describe).]

The 2011-2012 room allocation plan is summarized in the chart below:

	PROJECTED 2011-2012 CLASS <sup>8</sup> COUNT	FULL SIZE ROOMS PER FOOTPRINT	HALF SIZE ROOMS PER FOOTPRINT	ADMIN ROOMS PER FOOTPRINT	ADDITIONAL FULL SIZE ROOMS	ADDITIONAL HALF SIZE ROOMS	ADDITIONAL ADMIN OFFICES
DOE SCHOOL X							
CHARTER SCHOOL X							

**2012-(YEAR EACH CO-LOCATED SCHOOL IS AT SCALE)**

CHARTER SCHOOL X will continue to add approximately XXX-XXX students in X sections each year through the XXXX-XXXX school year when the school reaches its full X-X grade span. Below is a series of charts that outline the room allocation plan by year based on the projected number of classes.

<sup>5</sup> According to ATS on [DATE]

<sup>6</sup> Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

<sup>7</sup> This number is subject to change pending final enrollment projections.

<sup>8</sup> For elementary, middle and K-8 schools, the class count is the total number of classes or sections in which the school is programming its students. For non-charter elementary, middle and K-8 schools, the class count information is pulled from ATS and includes all pre-kindergarten, Collaborative Team Teaching, self-contained, and general education classes. For high schools the class count is the total number of classes or sections in which the school is programming its students. For non charter high schools, the class count information is pulled from HSST and includes Collaborative Team Teaching, self-contained, and general education classes. For charter schools the class count information is pulled from the school’s charter application.

**2012-2013**

In 2012-2013 after each school has received the baseline allocation of rooms according to the Footprint, X full size, X half size, and X administrative offices will remain in the X building. In 2012-2013, DOE SCHOOL X will receive X additional full size classrooms, X additional half size classrooms, and X additional administrative offices above its baseline space allocation.<sup>9</sup>

CHARTER SCHOOL X will receive X additional full size classrooms, X additional half size classrooms, and X additional administrative offices above its baseline space allocation. [EXPLAIN RATIONALE FOR ALLOCATION (i.e. this allocation is based on relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools (describe), or the physical location of the excess space within the building (describe).]

	PROJECTED 2012-2013 CLASS COUNT	FULL SIZE ROOMS PER FOOTPRINT	HALF SIZE ROOMS PER FOOTPRINT	ADMIN ROOMS PER INSTRUCTIONAL FOOTPRINT	ADDITIONAL FULL SIZE ROOMS	ADDITIONAL HALF SIZE ROOMS	ADDITIONAL ADMIN OFFICES
DOE SCHOOL X							
CHARTER SCHOOL X							

**2013-2014**

In 2013-2014 after each school has received the baseline allocation of rooms according to the Footprint, X full size, X half size, and X administrative offices will remain in the X building. In 2013-2014, DOE SCHOOL X will receive X additional full size classrooms, X additional half size classrooms, and X additional administrative offices above its baseline space allocation.

<sup>10</sup> CHARTER SCHOOL X will receive X additional full size classrooms, X additional half size classrooms, and X additional administrative offices above its baseline space allocation. [EXPLAIN RATIONALE FOR ALLOCATION (i.e. this allocation is based on relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools (describe), or the physical location of the excess space within the building (describe).]

	PROJECTED 2013-2014 CLASS COUNT	TOTAL FULL SIZE ROOMS PER FOOTPRINT	TOTAL HALF SIZE ROOMS PER FOOTPRINT	TOTAL ADMIN ROOMS PER I FOOTPRINT	ADDITIONAL FULL SIZE ROOMS	ADDITIONAL HALF SIZE ROOMS	ADDITIONAL ADMIN OFFICES
DOE SCHOOL X							
CHARTER SCHOOL X							

<sup>9</sup> This number is subject to change pending final enrollment projections.

<sup>10</sup> This number is subject to change pending final enrollment projections.

(INCLUDE CHARTS FOR EACH YEAR UNTIL ALL CO-LOCATED SCHOOLS ARE AT SCALE)

[INDICATE WHETHER DOE SCHOOL X and CHARTER SCHOOL X WILL CONTINUE TO HAVE SUFFICIENT INSTRUCTIONAL SPACE TO SERVE ALL OF IT STUDENTS IN BUILDING CODE X PER THE FOOTPRINT AS CHARTER SCHOOL X EXPANDS. DESCRIBE ANY CHANGES TO PROGRAMS OR SERVICES PROVIDED BY THE DOE SCHOOL X AS A RESULT OF THE CO-LOCATION.]

**Shared Space Plan**

A proposed shared space plan is below. The following plan is based on the estimated duration of time each of the co-located schools will have in each of the shared spaces in building X. The final shared space schedule will be collaboratively drafted by the Building Council after the proposed co-location has been approved by the Panel for Education Policy.

JUSTIFICATION OF FEASIBILITY AND EQUITABILITY OF PROPOSED SHARED SPACE PLAN

This proposed plan illustrates how the population size of each co-located school will be used to determine a proportional allotment of time in each shared space. Building Councils are free to deviate from the proportional allotment of time to accommodate the specific programmatic needs of all special populations or groups within each school as is feasible and equitable, provided that the Building Council comes to an agreement of the final Shared Space Plan collaboratively. If such accommodation results in an alteration to the proportional distribution of space, the Building Council shall explain the basis for such alteration. (NOTE: The Building Council will revisit the shared space plan and its schedules on an annual basis to account for any changes in enrollment or programmatic needs. If conflicts emerge and progress is impaired, the Building Council shall follow the dispute resolution procedures outlined in the Campus Policy Memo which follows).

Based on current enrollment DOE SCHOOL X serves a total of X students. According to its charter, CHARTER SCHOOL X will serve a total of X students.

[THE CHART BELOW WILL BE COMPLETED FOR ALL SHARED SPACES IN THE BUILDING INDICATING THE PROPORTIONAL ALLOTMENT OF TIME EACH SCHOOL HAS IN THE SPACE (i.e. number of 45 minute periods)]

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (capacity of space___)					

Library					
Gymnasium(include all gymnasiums, dance and fitness rooms)					
Auditorium					
Playground (elementary / middle schools)					
Other_____ (science labs if shared)					

**Building Safety and Security**

Pursuant to Chancellor’s Regulation A-414 every school/campus must have a School Safety Committee. The committee plays an essential role in the establishment of safety procedures, the communication of expectations and responsibilities of students and staff, and the design of prevention and intervention strategies and programs specific to the needs of the school. The committee is comprised of various members of the school community, including Principal(s); designee of all other programs operating within the building; U.F.T. Chapter Leader; Custodial Engineer/designee; and In-house School Safety Agent Level III. The committee is responsible for addressing safety matters on an ongoing basis and making appropriate recommendations to the Principal(s) when it identifies the need for additional security measures, intervention, training, etc.

The committee is also responsible for developing a comprehensive School Safety Plan which defines the normal operations of the site and what procedures are in place in the event of an emergency. The plan must be consistent with the citywide prescribed safety plan shell. Each program operating within a school must enter program specific information in the School Safety Plan. Safety plans are updated annually by the School Safety Committee in order to meet changing security needs, changes in organization and building conditions and other factors. In addition, the committee recommends changes in the safety plan at any other time when it is necessary to address security concerns.

Consistent with the process described above, the leader/designee of X Charter School will be part of X School Safety Committee. As a member of the School Safety Committee, the leader/designee of X Charter School will participate in the development of the building’s Safety Plan and ensure that any security related issues or needs which may arise with respect to the co-location of X Charter School will be addressed on an ongoing basis. Moreover, the Safety Plan for X DOE school

building will be modified as appropriate to meet any changing security needs associated with the co-location. X Charter School will enter information in the school's overall Safety Plan to ensure the safe operation of the school building.

Each school building must also establish a Building Response Team (BRT) that will consist of trained staff members from each of the campus' schools, and which is activated when emergencies or large building-wide events occur. The members of this team must be identified and listed in the School Safety Plan.

The completed Safety Plan for X DOE school building will be submitted to the Borough Safety Directors of the Office of School and Youth Development for approval. If changes or modifications are necessary, the School Safety Committee will be advised. Once the School's Safety Plan is approved, it will be submitted to the NYPD for final approval and certification by the NYPD.

### **Proposed Communications Strategy**

As per the Campus Policy Memo 2010<sup>1</sup>, co-located schools on campuses must actively participate in a Building Council (BC), which is a campus structure for administrative decision-making for issues impacting all schools in the building. Only principals and charter leaders serve on the BC. The BC shall meet at least once a month to discuss and resolve issues related to the smooth daily operation of all schools in the building and the safety of the students they serve. The BC principals and charter school leaders, where applicable, communicate their decisions campus-wide to staff, students and parents, especially for issues of safety, shared space, campus schedules, split staff agreements and extended facility use.

A Shared Space Committee (SSC) shall be established at campuses where charters are co-located in a public school building with one or more non-charter schools or eligible District 75 programs by the principals of the schools and/or eligible programs, as set forth in Chancellor's Regulation A-190. With respect to charter co-locations approved after May 28, 2010, the effective date of the Amended Charter School Act, the SSC is to review the implementation of the Building Utilization Plan (BUP) once it has been approved by the PEP. With respect to charter schools that were approved to be located or co-located in a public school building prior to the effective date of the Amended Charter School Act, the SSC shall review implementation of the current building space plans in place at those buildings. The SSC will meet minimally four times per year.

The SSC will be comprised of the principal, a teacher and a parent of each co-located school. With respect to a non-charter school's teacher and parent members, such SSC members shall be selected by the corresponding constituent member of the SLT of the school. Charter school leaders will work with their constituencies to select the parent and teacher representing that school. SSC agendas and minutes shall be shared with the BC. SSC members may be asked to communicate with their constituencies about the BUP and its campus implementation.

### **Proposed Collaborative Decision Making Strategy**

BC members are equal partners in shaping the educational environment; they share responsibility and accountability for building administration, communication and culture. They must respect each other's unique culture and simultaneously make and communicate shared decisions that are good for all students and schools on the campus. They make decisions by consensus and they work to ensure collaboration on all campus implementation issues. To the extent that the BC cannot reach a resolution on an issue, they shall avail themselves of the dispute resolution procedures set forth in the Campus Policy Memo 2010.

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<sup>1</sup>Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>.

School Leadership Team  
Sample School Based Budget  
Chancellor's Regulation B-801



# Regulation of the Chancellor

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Category: **INSTRUCTION**

Issued: 1/20/11

Number: **B-801**

Subject: SCHOOL-BASED BUDGETING

Page: 1 of 1

## **SUMMARY OF CHANGES**

This regulation amends Chancellor's Regulation B-801 dated April 21, 2010.

### **Changes:**

- Clarifies that school leadership teams in schools subject to the jurisdiction of the Chancellor have the ability to submit written comments regarding whether a school's school-based budget is aligned with its comprehensive educational plan (§§ II.A and II.B).
- Conforms the language of the regulation to more closely mirror that of Chancellor's Regulation A-655 and the relevant statute (§§ II.A and II.B).

### **ABSTRACT**

This regulation amends regulation B-801 dated April 21, 2010. It sets forth rules and regulations governing the allocation of revenue among schools and districts, and the processes by which school-based budgets are developed, approved, adopted, and monitored in accordance with State Education Law section 2590-r. The regulation establishes a process of local autonomy for budget-making by establishing common guidelines and expectations in support of a system focused on improving student outcomes.

#### **I. ALLOCATION PROCEDURES**

##### **A. Allocation Formulas**

1. Annually, the Chancellor shall develop objective formulas for use in allocating projected revenues among community districts and their schools.
2. The allocation formulas shall reflect, to the maximum extent possible, the relative educational needs of the districts and their schools as determined by the Chancellor. Relative educational needs shall be determined by objective empirical measures and data, such as enrollment, income levels, English language learner status and special needs.
3. Once the proposed allocation formulas have been completed, the Chancellor or his/her designee shall send the proposed allocation formulas to the community education councils ("CECs") and community superintendents for review and comment. The Chancellor shall also inform the CECs and community superintendents whether and how the proposed allocation formulas differ from the allocation formulas in effect for the current year. After reviewing the comments and recommendations, if any, of the CECs and community superintendents, the Chancellor may make such changes to the allocation formulas as appropriate.
4. The Chancellor or his/her designee shall also submit the proposed allocation formulas to the Panel for Educational Policy ("PEP") for approval, subject to the requirements of section 2590-g of the Education Law.

##### **B. Allocations to Department Programs and Schools**

1. Following the release of the Mayor's Executive Budget, the Chancellor or his/her designee shall issue preliminary allocation memoranda to the principal of each city school. These memoranda shall enumerate the federal, state and city funds preliminarily allocated in support of schools and programs, consistent with the Mayor's Executive Budget and the allocation formulas described in Section I.A. above.
2. The Chancellor or his/her designee shall also develop preliminary allocations of revenue to be used to support the PEP and the CECs as well as all Department of Education (the "Department") offices and functions, including administrative and operational expenditures.
3. The Chancellor or his/her designee shall, at least once during the school year, review school allocations to ensure that the funds reflect actual enrollment data, and shall adjust the allocations where necessary and practicable.
4. Any increase or reduction in the total sum of monies approved for use by the Department subsequent to the release of the Mayor's Executive Budget shall be distributed on a pro rata basis according to the allocation formulas, unless otherwise provided for by the city council. Where necessary, the Chancellor or his/her designee shall issue a revised allocation memorandum enumerating the revised federal, state and city funds allocated in support of the affected school or program.

**II. SCHOOL BUDGET DEVELOPMENT PROCESS****A. Development of School-Based Budgets**

1. At the time the Chancellor or his/her designee issues the preliminary allocation memoranda, he/she shall also issue to all principals memoranda that set forth the guidelines for scheduling the allocated funds. These memoranda shall also include the Chancellor's goals and objectives and a financial outlook for the next fiscal year.
2. Each DOE school shall develop a proposed school-based budget in accordance with these memoranda and the school's Comprehensive Education Plan ("CEP").
3. Each school's principal shall be responsible for developing the proposed school-based budget for his/her school. Such proposed school-based budgets must be consistent with the funding levels set forth in the preliminary allocation memorandum, each school's CEP, any other guidelines promulgated by the Chancellor, and federal and state funding guidelines.
4. The principal shall consult with his/her school's School Leadership Team ("SLT") when creating the proposed school-based budget. The principal shall also solicit the input of the school community with respect to the proposed school-based budget.
5. When reasonably requested, the Chancellor or his/her designee shall provide training and technical support to SLT members or members of the school community in order to support their participation in the school-based budget development process.
6. Principals of schools under the jurisdiction of a community superintendent shall provide, in a form and manner to be prescribed by the community superintendent, written justification demonstrating that the proposed school-based budget is aligned with the school's CEP.
7. Principals of schools under the jurisdiction of the Chancellor shall provide, in a form and manner to be prescribed by the Chancellor or his/her designee, a written justification demonstrating that the proposed school-based budget is aligned with the school's CEP.
8. For those schools subject to the jurisdiction of a community superintendent, principals shall submit the proposed school-based budget and the written justification to the community superintendent with jurisdiction over the school. For those schools subject to the jurisdiction of the Chancellor, principals shall submit the proposed school-based budget and the written justification to the Chancellor or his/her designee.
9. The members of the SLT other than the principal shall have the opportunity to submit to the community superintendent or, for schools subject to the Chancellor's jurisdiction, the Chancellor or his/her designee, a written response to the principal's written justification if they reach a consensus that they disagree with the principal's written justification that the school-based budget is aligned with the CEP. In accordance with Chancellor's Regulation A-655, the SLT's response must reflect the consensus of all members other than the principal, and be submitted to the community superintendent or, for schools subject to the Chancellor's jurisdiction, to the Chancellor or his/her designee within ten school days.

**B. Review, Aggregation, and Adoption of School-Based Budgets**

1. The community superintendent for each district shall develop a proposed budget for the administrative and operational expenses of his/her office, the district and, where applicable, the district CEC. Such proposed budget shall be consistent with the preliminary allocation memoranda and any other guidelines promulgated by the Chancellor.

2. For each school in his or her jurisdiction, the community superintendent shall review the proposed school-based budget, the principal's written justification demonstrating that the proposed school-based budget is aligned with the school's CEP, and the SLT's comments on the principal's written justification, if any.
3. For each school under the jurisdiction of the Chancellor, the Chancellor or his/her designee shall review the proposed school-based budget, the principal's written justification demonstrating that the proposed school-based budget is aligned with the school's CEP, and the SLT's response to the principal's written justification, if any.
4. Following his/her review, the community superintendent or Chancellor's designee shall either:
  - a. approve the school-based budget, and, as designee of the Chancellor, certify that the proposed school-based budget is sufficiently aligned with the school's CEP; or
  - b. within ten school days of receiving the SLT's written response to the principal's justification, provide a written response to the SLT and principal which shall include a determination regarding the dispute as to whether the school-based budget is aligned with the CEP. Following receipt of this decision, the SLT and principal must immediately revise the school-based budget and CEP in accordance with the superintendent's response, and return it to the community superintendent or Chancellor's designee for further modification (if necessary), approval, and certification.
5. The final 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.
6. Following the approval and certification of the proposed school-based budgets for all schools under his/her jurisdiction, the community superintendent shall aggregate the school-based budgets with the proposed budget for the administrative and operational expenses of the district, the CEC, and/or his/her office. Community superintendents shall submit these aggregated budgets to the Chancellor.
7. The Chancellor or his/her designee shall review such aggregated budgets, and if necessary, may modify any aggregated budget or any school-based budget after consultation with the relevant community superintendent.
8. The Chancellor or his/her designee shall develop a proposed budget for the administrative and operational expenses of the PEP, the Chancellor, and the Department, and consolidate the same with the aggregated district budgets submitted by the community superintendents, subject to any modifications made by the Chancellor.
9. The Chancellor shall submit this consolidated budget to the PEP for its approval, subject to the requirements of section 2590-g of the Education Law.
10. At any time after the adoption of the consolidated budget:
  - a. a school may amend its budget schedules to implement educational programs consistent with the school's CEP and within program and fund source guidelines, so long as the amendments do not result in the school exceeding its overall approved funding levels;
  - b. a community superintendent may amend a district's budget schedules consistent with the needs of the administrative and operational expenses of the district, the CEC, and/or his/her office, so long as the amendments do not result in the district or CEC exceeding its overall approved funding levels; and

- c. the Chancellor or his/her designee may amend the budget schedules for the administrative and operational expenses of the PEP and the Chancellor, so long as the amendments do not result in the Department exceeding its overall approved funding levels.

C. Update of Capital Plan

1. Following the publishing of the annual draft capital plan amendment (the "Draft Amendment") by the School Construction Authority ("SCA"), the superintendent and principal of each school shall have the opportunity to submit written comments on the Draft Amendment.
2. Comments by school principals, if any, shall be submitted to the superintendent with jurisdiction over that school. Each superintendent shall aggregate his or her comments, if any, with the comments of the principals. The superintendent or his or her designee shall submit the aggregated comments to the appropriate CEC in advance of the CEC's submission of its comments to the SCA, as provided for in section 2590-p of the Education Law.

**III. BUDGET AND EXPENDITURE REPORTING**

A. System-wide Financial Status Reports

1. The Chancellor or his/her designee shall prepare and issue regular reports on the financial condition of the city school district. Budgets and expenditures shall be reported by units of appropriation. The Chancellor or his/her designee shall issue such reports at least four times annually, including a year-end report.
2. Such reports shall include:
  - a. a detailed summary of the adopted and current revenue budget, including all modifications and revenue from all sources;
  - b. a detailed summary of year-to-date expenditures by unit of appropriation; and
  - c. an update, based on the most recent payroll information, on the administrative and operational personnel system-wide, including the number of filled pedagogical and non-pedagogical positions, and the total number of active employees.
3. The year-end report shall also include:
  - a. an analysis of the relative funding levels of the city, state, and federal governments, along with any other sources of funds; and
  - b. a comparison of the level of such funding against the previous year's total expenditures.
4. The reports described in subsections (1) through (3) shall be made available to the public and members of the education community.

B. District and School-Based Reports

1. The Chancellor or his/her designee shall also prepare annual expenditure reports which shall set forth in detail the funds expended by the school system and each and every district and school in the system.
2. Such reports shall provide an analysis of the distribution of expenditures, including:
  - a. by purpose or function, such as amounts for classroom instruction, textbooks, instructional supplies, and administration;
  - b. by location, at the school, district, and system-wide levels;

- c. by student service type; and
  - d. by source, including city funds, state operating aid, and federal or private grants.
3. The reports described in subsections (1) and (2) shall be made available to the public and members of the education community.

**IV. INQUIRIES**

Inquiries pertaining to this regulation should be addressed to:

<u>Telephone:</u> 212-374-6104	<i>Division of Financial Planning &amp; Management</i> N.Y.C. Department of Education 52 Chambers Street New York, NY 10007	<u>Fax:</u> 212-374-5585
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## School-Based Budget

### SAMPLE School Budget Overview

#### Galaxy Allocation FY 2015

[School Allocation Memorandums](#)

[School Budget](#)

Enter another 4 character School ID:

[View Historical Galaxy](#)

Allocations: [FY14](#) | [FY13](#) | [FY12](#) | [FY11](#) | [FY10](#) | [FY09-FY06](#)

<b>Data Source GALAXY as of 8/12/2014</b>	
<a href="#">PS 000 The ABC School</a>	
<b>Allocation Category</b>	<b>FY 2015</b>
AIDP Attendance Shared	TBD
Contract for Excellence FY 09 HS	163,549
IDEA RS IEP Para	93,720
IDEA SBST Shared	59,490
NYS STVP General Voucher	34,159
NYS STVP Software Voucher	9,336
OASAS Sub Abuse	TBD
OASAS Sub Abuse OTPS	TBD
Sequester Aid IDEA RS IEP Paras	9,917
Sequester/2010 Census Title I SWP	44,402
Title I SWP	748,438
Title I SWP Translation Services	2,736
Title III LEP	5,600
TL 09 C4E CTT HS	179,345
TL CFES Open Schools Teachers and Other Peds	74,485
TL Children First Network Support HS	50,000
TL Citywide Instructional Expectations	29,436
TL Computer Maintenance HS	7,369
TL Data Specialist	1,657
TL ELA/Math Student Support	TBD

TL Fair Student Funding HS	6,628,219
TL FSF Legacy Teacher Supplement HS	464
TL FSF School to School Transfers Shared HS	TBD
TL Long Term Absence	TBD
TL MOSL	TBD
TL MOSL Spring	TBD
TL Network Support Fees	TBD
TL NYSTL Hardware HS	15,116
TL NYSTL Library Books HS	8,155
TL NYSTL Software HS	13,485
TL NYSTL Textbooks HS	75,860
TL OTPS for PSAL HS	TBD
TL Parent Coordinator HS	47,132
TL Parent Coordinator OTPS HS	500
TL Regents Distributed Scoring	TBD
TL RS Assistive Technology CSD 1-32	TBD
TL RS IEP Para	152,409
TL RS Mandated Counseling Shared	70,664
TL RS Mandated Speech Shared	73,065
TL Sabbaticals	TBD
TL Salary Subsidy 2018 HS	28,158
TL SBST Shared	66,443
TL School Support for OAPR Students	TBD
TL School to School Summer Transfers Shared	49,400
TL Section 504	TBD
TL Summer School Shared	42,126
TL Summer School Support Shared	4,269
TL Translation Services	887
<b>Total</b>	<b>8,789,991</b>

# School Leadership Team

## Chancellor's Regulation C-30

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Category: **PEDAGOGICAL PERSONNEL** Issued: 04/10/14 Number: **C-30**  
Subject: REGULATION GOVERNING THE SELECTION, ASSIGNMENT AND APPOINTMENT OF PRINCIPALS AND ASSISTANT PRINCIPALS Page: 1 of 1

## **SUMMARY OF CHANGES**

This regulation governs the process of selection and appointment of principals and assistant principals, and supersedes Regulation C-30 dated October 31, 2013.

### Changes:

- Principals must have at least seven years of prior full-time pedagogic experience to be eligible for selection and appointment. Qualifying prior pedagogic positions for principals are: classroom teacher, dean, instructional coach, guidance counselor, school social worker, assistant principal, teacher assigned, education administrator, and all pedagogic supervisory titles contained in the Collective Bargaining Agreement between the CSA and the DOE. (p. 2, Section VII)
- Effective for the 2014-2015 school year, assistant principals must have at least five years of prior full-time pedagogic experience to be eligible for selection and appointment. Qualifying prior pedagogic positions for assistant principals are: classroom teacher, dean, instructional coach, guidance counselor, school social worker, teacher assigned, education administrator, and all pedagogic supervisory titles contained in the Collective Bargaining Agreement between the CSA and the DOE. (p. 2, Section VII)
- Applicants with fewer than seven years of prior pedagogic experience are eligible to be evaluated for admission to the Principal Candidate Pool, but are not eligible to apply for principal positions unless they have at least seven years of prior pedagogic experience.
- Interim-acting principals must have at least seven years of prior full-time pedagogic experience to be eligible for assignment. (p. 10, Section XII)
- Effective for the 2014-2015 school year, interim-acting assistant principals must have at least five years of prior full-time pedagogic experience to be eligible for assignment. (p. 10, Section XII)
- The Office of Leadership will promulgate guidance regarding the prior pedagogic experience requirements for principals and assistant principals. (p. 2, Section VII)
- Requests for waivers from the Chancellor regarding the new pedagogic experience requirements shall be directed to the Senior Deputy Chancellor or his/her designee, 52 Chambers St., Room 320, New York, NY 10007. (p. 11, Section XIII)
- Assistant principal and principal appointments in community school districts are subject to rejection for cause by the Senior Deputy Chancellor or his/her designee on behalf of the Chancellor. (p. 6, Section XI.D)
- Executive principal appointments in community district schools are subject to rejection for cause by the Senior Deputy Chancellor or his/her designee on behalf of the Chancellor. (p. 8, Section XI.G.5)
- Interim-acting principals must be in the Principal Candidate Pool, except in exigent circumstances, when the Senior Deputy Chancellor or his/her designee may authorize assignment of an interim-acting principal prior to completion of an evaluation. (p. 10, Section XII)
- Attachment No. 1 has been revised for clarity. (see Attachment No. 1)



# Regulation of the Chancellor

Category: **PEDAGOGICAL PERSONNEL** Issued: 4/10/14 Number: **C-30**  
Subject: REGULATION GOVERNING THE SELECTION, ASSIGNMENT, AND APPOINTMENT OF PRINCIPALS AND ASSISTANT PRINCIPALS Page: 1 of 2

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# Regulation of the Chancellor

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Category: **PEDAGOGICAL PERSONNEL** Issued: 4/10/14 Number: **C-30**  
Subject: REGULATION GOVERNING THE SELECTION, ASSIGNMENT, AND APPOINTMENT OF PRINCIPALS AND ASSISTANT PRINCIPALS Page: 2 of 2

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## **ATTACHMENTS**

1. Level I Committee Form
2. Proper Interviewing Techniques
3. Agreement of Confidentiality/Certification Form
4. Agreement of Confidentiality – School Leadership Team Consultation

## **ABSTRACT**

This regulation governs the process of selection, assignment, and appointment of principals and assistant principals. It supersedes Chancellor's Regulation C-30 dated October 31, 2013.

### **I. INTRODUCTION**

This regulation sets forth procedures to be followed in the selection, assignment, and appointment of principals and assistant principals. It is intended to ensure that the supervisory selection process is equitable and based on principles of merit and fitness. Collective bargaining agreements also may contain provisions pertinent to the supervisory selection process. This regulation does not pertain to the filling of vacancies pursuant to lawful excessing and reversion procedures which are governed by provisions of state law and union contract, or to transfers by community superintendents or the Chancellor pursuant to state law or collective bargaining agreement.

### **II. DEFINITION OF VACANCY**

For purposes of this regulation, a vacancy is defined as a position that is newly created or that is unfilled because of the transfer, resignation, retirement, terminal leave, promotion, termination, or death of the incumbent.

### **III. LICENSURE/QUALIFYING ELIGIBLE LISTS**

Only those applicants who are on qualifying supervisory eligible lists based on possession of a Certificate of Eligibility for Supervisory Placement issued by the Division of Human Resources and Talent may apply for supervisory positions.

### **IV. NOTICE OF VACANCY**

- A. All vacancies shall be posted on the Department of Education's ("DOE's") website. These postings shall constitute the required notice of vacancy. The Department of Education's Division of Human Resources and Talent may conduct additional outreach and place advertisements in newspapers and other media. Advertisements must include the minimum eligibility requirements for the position.
- B. To enable potential candidates to learn of vacancies and have reasonable time to submit applications, vacancies will be posted a minimum of fifteen (15) calendar days.

### **V. FILING PROCEDURES**

Candidates must apply for vacancies using the DOE website. An e-mail address will be required to apply.

### **VI. APPLICATIONS**

The Division of Human Resources and Talent will maintain a list of all applicants for posted positions.

### **VII. SELECTION CRITERIA FOR PRINCIPALS AND ASSISTANT PRINCIPALS**

In addition to meeting minimum eligibility requirements established by law and in Chancellor's regulations, applicants for positions of principal and assistant principal must demonstrate their capacity to lead a school in which all students are on track to graduate from high school ready for college and careers, as measured by current DOE accountability structures. Furthermore, applicants for the position of principal and assistant principal must meet the following educational, managerial, administrative, and pedagogic experience qualifications:

- A. Instructional Leadership
  - 1. Supporting implementation of rigorous, engaging and coherent curricula.

2. Ensuring research-based, effective instruction that yields high quality student work.
  3. Ensuring that assessment practices are aligned to curricula and inform instruction.
- B. School Culture
1. Establishing and maintaining structures for positive learning environment, inclusive culture, and student success.
  2. Establishing and supporting a culture of learning that communicates high expectations for all learners.
- C. Structures for School Improvement
1. Aligning resources to support school goals and meet student needs.
  2. Fostering support for a school-wide theory of action and goals across the school community.
  3. Supporting and evaluating teachers through a research-based, common teaching framework.
  4. Engaging teacher teams in collaborative practices using the inquiry approach to improve classroom practice.
  5. Regularly evaluating school level decisions with a focus on rigorous and engaging curriculum standards.
- D. Prior Pedagogic Experience
1. Principals must have at least seven years of prior full-time experience in a pedagogic position<sup>1</sup> to be eligible for selection and appointment.
  2. Assistant principals must have at least five years of prior full-time experience in a pedagogic position<sup>2</sup> to be eligible for selection and appointment.<sup>3</sup>
  3. The Office of Leadership will promulgate guidance regarding the prior pedagogic experience requirements for principals and assistant principals

Candidates must meet educational requirements established by the State Education Department. In addition, candidates' record of performance in comparable positions will be evaluated via methods such as review of resume, review of past performance evaluations, and reference checks.

### **VIII. PRINCIPAL CANDIDATE POOL**

All new candidates must meet the minimum eligibility requirements established by the State Education Department and must participate in an evaluation by the Office of Leadership aligned with the selection criteria set forth in Section VII before they may be placed into a pool of candidates eligible to apply for advertised positions (Principal Candidate Pool).

Evaluation results will be maintained by the Office of Leadership and will be available for hiring managers.

Applicants who have fewer than seven years of prior pedagogic experience are eligible to be evaluated for admission to the Principal Pool, but are not eligible to apply for principal positions

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<sup>1</sup> Qualifying prior pedagogic positions for principals are: classroom teacher, dean, instructional coach, guidance counselor, school social worker, assistant principal, teacher assigned, education administrator, and all pedagogic supervisory titles contained in the Collective Bargaining Agreement between the CSA and the DOE.

<sup>2</sup> Qualifying prior pedagogic positions for assistant principals are: classroom teacher, dean, instructional coach, guidance counselor, school social worker, teacher assigned, education administrator, and all pedagogic supervisory titles contained in the Collective Bargaining Agreement between the CSA and the DOE.

<sup>3</sup> The prior experience requirement for assistant principals is effective at the beginning of the 2014-2015 school year.

unless they have at least seven years of prior pedagogic experience, as defined in Section VII above.

## **IX. RECRUITMENT**

- A. To expand recruitment of principals, parents and staff may recommend qualified individuals to the Office of Leadership for inclusion in the Principal Candidate Pool. The Office of Leadership will contact the individuals and provide information on the process for applying to the Principal Candidate Pool.
- B. To expand recruitment of assistant principals, parents and staff may recommend qualified individuals to principals for consideration as assistant principal candidates.

## **X. TRANSFERS**

- A. Application for Inter-District Transfer to Advertised Vacancy in License Area

The Level I Committee must interview the five (5) most senior supervisors who apply for transfer to an advertised vacancy in the license area in which they are serving. This transfer provision is governed by Article IX-A of the Agreement between the Board of Education and the Council of Supervisors and Administrators (CSA).

- B. Supervisory-Pedagogical Intra-District Transfer Plan

Article IX-C of the Agreement between the Board of Education and CSA permits the establishment of a voluntary pool of supervisors who may be transferred within their districts. Supervisors must have completed probation to be eligible for inclusion in the pool. The pool lasts for a two (2) year period, and is renewable for additional two (2) year periods. Supervisors may reject a transfer only once during the two (2) year period and may opt out of the pool only at the time they reject a transfer. Transfers pursuant to Article IX-C of the Agreement are not subject to the procedures set forth in this regulation.

- C. Transfers of Principals by Superintendents or the Chancellor

Pursuant to State Education Law, in certain circumstances the Chancellor and the Community Superintendent may transfer principals without a C-30 process.

## **XI. SELECTION PROCESS**

- A. Delegations of Authority

- 1. The following delegations of authority have been made via memoranda:

- a. The Chancellor has delegated the authority to reject for cause the appointment of all principals and assistant principals to the Chief Executive Officer of the Division of Human Resources and Talent.
- b. The Chancellor has delegated the authority to appoint principals of high schools to high school superintendents.
- c. The Chancellor has delegated the authority to appoint principals of District 75 schools to the District 75 Superintendent.
- d. The Chancellor has delegated the authority to appoint principals of District 79 programs to the District 79 Superintendent.
- e. The Chancellor has delegated the authority to appoint assistant principals in high schools, District 75 schools, and District 79 programs to the principals of those schools.
- f. The Chancellor has delegated the authority to consult with school leadership teams prior to the appointment of principals to the high school superintendents, District 75 superintendent and District 79 superintendent for schools and programs under their respective jurisdictions.

- g. The Chancellor has delegated the authority to consult with school leadership teams prior to the appoint of assistant principals in high schools, District 75 schools and District 79 programs to the principals of those schools and programs.
2. Where community superintendents delegate to principals the authority to appoint assistant principals, principals will be the appointing authority; where they do not, superintendents will be the appointing authority.

B. General Procedures

1. The Children First Network (CFN) teams will maintain records of membership on the Level I Committee on a Level I Committee Form (see Attachment No. 1).
2. The appointing authority (superintendent for principal positions/principal for assistant principal positions shall serve as the "Hiring Manager".<sup>4</sup>
3. The selection process for positions under the jurisdiction of community school districts consists of two steps: Level I and Level II. For principal positions, the appointment is made by the community superintendent as more fully set forth below. For assistant principal positions, the selection and appointment are made by the principal.
4. The selection process for high school positions consists of two steps: Level I and Level II. For principal positions, the selection and appointment is made by the high school superintendent. For assistant principal positions, the final selection and appointment is made by the principal.
5. The selection process for District 75 positions consists of two steps: Level I and Level II. For principal positions, the selection and appointment is made by the District 75 superintendent. For assistant principal positions, the final selection and appointment is made by the principal.
6. The selection process for District 79 positions consists of two steps: Level I and Level II. For principal positions, the selection and appointment is made by the District 79 superintendent. For assistant principal positions, the final selection and appointment is made by the principal.
7. The Hiring Manager should form the Level I Committee within thirty (30) days of the date the Hiring Manager receives the list of eligible applicants, and sets the date for interviews. The constituent groups on the School Leadership Team shall select their representatives for the Level I Committee. However, if parents from the School Leadership Team are not available to serve on the Level I Committee, the Chairperson of the Level I Committee shall offer the officers of the school's Parent Association the opportunity to serve. If parents from the School Leadership Team and Parent Association officers are not available to serve, then the Hiring Manager will authorize the President of the Parent Association to identify alternative methods to designate parents to serve on the Committee, subject to the approval of the Hiring Manager. The Hiring Manager may waive the minimum number requirement at any time. Upon receipt of applications, the Hiring Manager shall conduct a preliminary review of all applicants from the pool of eligible candidates. The Hiring Manager shall review the applications submitted, and may consult with the appropriate Network Leader or other DOE employees. The Hiring Manager will identify 3-5 candidates for evaluation by the Level I Committee and may conduct interviews. If a minimum of three candidates cannot be identified, the position may be reposted on the DOE website.
8. The Level I Committee interviews the candidates submitted by the hiring manager.

<sup>4</sup> Community superintendents who do not delegate to principals the authority to appoint assistant principals shall serve as the hiring manager for assistant principals.

Attachment No. 2, "Proper Interviewing Techniques," must be consulted for guidance on appropriate interviewing techniques. A copy of this regulation along with Attachment No. 2 should be made available to all committee members at least one week prior to the orientation and pre-interview meeting of the committee.

9. After interviews have been completed, the Level I Committee, as a whole, must discuss the merits of each applicant interviewed and each member must complete rating sheets for all candidates. The Chairperson of the Level I Committee must submit the rating sheets to the Hiring Manager along with any other information/recommendations the Level I Committee wishes to submit regarding applicants interviewed. The Level I Committee shall complete its deliberations, including rating candidates, within sixty (60) days of the date the Committee was formed by the Hiring Manager.
10. The Hiring Manager shall consider the application materials, along with ratings, evaluations, and recommendations submitted by the Level I Committee, and also may consider the applicant's results on the Principal Candidate Pool evaluation when determining which candidates to interview at Level II.
11. If the Hiring Manager evaluates the candidates and determines that no selection can be made, a request may be made to readvertise the position, and it will be reposted on the DOE website.

C. Level I Committee for Community School District Positions

1. Principal Positions

- One (1) supervisor from the school or another school within the same community district supported by the same Cluster, but if none is available, a supervisor from a school within the same borough supported by the same Cluster, but if none is available, a supervisor from a school within the same borough;
- Two (2) UFT members;
- One (1) school support staff member represented by D.C. 37, Local 372;
- Four (4) to seven (7) parents
- One (1) designee of Cluster (chairperson);
- One (1) designee of Partnership Support Organization (only for schools that are supported by the Partnership Support Organization);
- One (1) designee of intermediary organization as appropriate (see footnote 4, p. 6).

2. Assistant Principal Positions

- One (1) supervisor from the school or another school within the same community district supported by the same Cluster, but if none is available, a supervisor from a school within the same borough supported by the same Cluster, but if none is available, a supervisor from a school within the same borough;
- Two (2) UFT members;
- One (1) school support staff member represented by D.C. 37, Local 372;
- Four (4) to seven (7) parents;
- One (1) designee of the Cluster;

- One (1) designee of intermediary organization as appropriate<sup>5</sup>;
- Principal (chairperson).<sup>6</sup>

The Level I Committee must interview and evaluate the candidates submitted to it by the Hiring Manager.

D. Level II and Appointment Process for Community School District Positions

- At Level II, the Hiring Manager shall consider the ratings, evaluations, and recommendations submitted by the Level I Committee, and also may consider the applicant's results on the Principal Candidate Pool evaluation. In addition, the hiring manager may interview the candidates and/or utilize other professional evaluation techniques other than written tests.
- Prior to the appointment of a principal, the superintendent must consult with members of the school leadership team. Prior to the appointment of an assistant principal, the principal must consult with members of the school leadership team.<sup>7</sup> The Division of Human Resources and Talent will establish procedures and timeframes for such consultations.
- Assistant principal and principal appointments are subject to rejection for cause by the Senior Deputy Chancellor or his/her designee on behalf of the Chancellor.

E. Level I Committee for High School, District 75, and District 79 Positions

1. Principal Positions

- One (1) supervisor from the school or another school within the same borough supported by the same Cluster, but if none is available, a supervisor from a school within the same borough (for high schools only);<sup>5</sup>
- Two (2) UFT members;
- One (1) school support staff member represented by D.C. 37, Local 372;
- Four (4) to seven (7) parents;
- One (1) to two (2) students (for high schools only);
- One (1) designee of the Cluster ( (chairperson);
- One (1) designee of Partnership Support Organization (only for schools that are supported by the Partnership Support Organization);
- One (1) designee of intermediary organization as appropriate (see footnote 4, p. 6).

<sup>5</sup> An intermediary organization is an organization that serves as the lead partner (such as a university, youth development agency, non-profit or other educational organization) in the development and ongoing support of new schools or small learning communities, as recognized by the Division of Portfolio Development. The intermediary organization may delegate its seat to a local community-based organization (known as CBO partner) that maintains an ongoing working relationship with an individual school. In the event that the intermediary organization is affiliated with or part of the Partnership Support Organization, only one designee will represent both the Partnership Support Organization and the intermediary organization. Questions regarding intermediary organizations should be directed to the Division of Portfolio Planning.

<sup>6</sup> Community superintendents who do not delegate to principals the authority to appoint assistant principals shall serve as the chairperson.

<sup>7</sup> Community superintendents who do not delegate to principals the authority to appoint assistant principals must consult with the school leadership team prior to the appointment of an assistant principal.

## 2. Assistant Principal Positions

- One (1) supervisor from the school or another school within the same borough supported by the same Cluster, but if none is available, a supervisor from a school within the same borough (for high schools only);<sup>8</sup>
- Two (2) UFT members;
- One (1) school support staff member represented by D.C. 37, Local 372;
- Four (4) to seven (7) parents;
- One (1) to two (2) students (for high schools only);
- One (1) designee of the Cluster;
- One (1) designee of intermediary organization as appropriate (see footnote 2, p. 6);
- Principal (chairperson).

The Level I Committee must interview and rate the candidates submitted to it by Hiring Manager.

## F. Level II and Appointment Process for High School, District 75, and District 79 Positions

At Level II, the Hiring Manager shall consider the ratings, evaluations, and recommendations submitted by the Level I Committee, and also may consider the applicant's results on the Principal Candidate Pool evaluation. In addition, the hiring manager may interview candidates and/or utilize other professional evaluation techniques other than written tests prior to making an appointment.

Prior to the appointment of a principal, the high school, District 75, or District 79 superintendent, as appropriate, must consult with the members of the school leadership team. Prior to the appointment of an assistant principal, the high school, District 75, or District 79 principal, as appropriate, must consult with the members of the school leadership team. The Division of Human Resources and Talent will establish procedures and timeframes for such consultations.

## G. Executive Principal Selection Process

### 1. Eligibility Criteria

In addition to the criteria set forth in section VII of this Regulation, candidates for Executive Principal also must meet the following selection criteria:

- a. Has a minimum of three years' experience as principal of an established school or four years' experience as a founding principal of a new school; and
- b. Demonstrates a sustained record of significant, broad-based increases in student achievement, as shown by progress report metrics (for current NYC principals) as well as other quantitative indicia of student achievement growth (for all applicants).

### 2. Application Process

An Executive Principal posting will be on the DOE's website throughout the year. Applicants for Executive Principal should submit their resume via the DOE's website. Applications will be reviewed and evaluated by the Division of Human Resources and Talent and the Division of Academics, Performance and Support for evidence that they meet eligibility criteria. Only applicants determined to be qualified by the Division of Human Resources and Talent will be eligible for Executive Principal positions.

<sup>8</sup> Supervisors for District 75 and District 79 vacancies may come from any school within the District.

### 3. Level I for Executive Principal

- a. The hiring manager will identify a minimum of two (2) qualified candidate(s) to participate in Level I interviews, and may conduct interviews. If there is only one applicant for the position who has been reviewed and deemed qualified by the Division of Human Resources and Talent, the hiring manager may proceed with that candidate.
- b. The composition of the Level I Committee for Executive Principal position is:
  - One (1) supervisor from the school or another school within the same community district supported by the same Cluster (for community district positions) or same borough (for high school positions);
  - Members of the School Leadership Team, except the principal;
  - One (1) designee of Cluster (chairperson);
  - One (1) designee of Partnership Support Organizations (only for schools that are supported by a Partnership Support Organization);
  - One (1) designee of intermediary organization, as appropriate (see footnote 2, page 5)

### 4. Level II for Executive Principal

The hiring manager should consider the ratings, evaluations, and recommendations submitted by the Level I Committee and may interview the candidates and/or utilize other professional evaluation techniques other than written tests.

### 5. Appointment process for Executive Principal

- a. Prior to the appointment of an Executive Principal, the superintendent must consult with members of the School Leadership Team.
- b. Executive principal appointments in community district schools are subject to rejection for cause by the Senior Deputy Chancellor or his/her designee on behalf of the Chancellor.

## H. Confidentiality of C-30 Process/Required Certification Forms

All matters concerning applicants, interviewing, selection of candidates, and the deliberations and recommendations of the Level I Committee are of a highly confidential nature. Information concerning applicants that was learned outside of the selection process shall not be revealed during the selection process. Information concerning applicants shall not be revealed except as may be required by law or regulation. All Level I Committee members must sign the Agreement of Confidentiality/Certification Form (see Attachment No. 3).

No one may serve on a Level I Committee if s/he is a close relative or member of the household of any applicant interviewed for the position. In addition, by executing the Agreement of Confidentiality/Certification Form, each committee member affirms that s/he has reviewed the list of candidates selected for interview, that there is no impediment to his/her serving on the committee in a fair and unbiased manner, and that to the best of his/her knowledge, s/he is not the subject of an investigation by the Office of Special Investigations, Office of Personnel Investigation, the Special Commissioner of Investigation, the Office of Equal Opportunity, or any law enforcement or other agency.

Members of the School Leadership Team also must sign an Agreement of Confidentiality Form (see Attachment No. 4).

## I. Staff Involvement

### 1. General

- a. Staff members may not serve on Level I Committees or participate in the selection of faculty who will serve on the Level I Committee for specific positions for which they are applicants.
- b. UFT, CSA, and DC 37 staff members on the School Leadership Team who are full-time employees of the school and have received annual satisfactory ratings for the prior three years are eligible to serve on Level I Committees. Staff who are the subject of an investigation by the Office of Special Investigations, the Office of Personnel Investigation, the Special Commissioner of Investigation, the Office of Equal Opportunity, or any law enforcement or other agency, or who are suspended or the subject of disciplinary proceedings, are ineligible to serve.

### 2. UFT Representation

- a. The two (2) UFT representatives must be from the school's School Leadership Team. The UFT Chapter Chair is not a required member of the Level I Committee. However, if such representatives are not available, the UFT may designate other UFT representatives from the school at which the vacancy exists to serve on the Level I Committee.
- b. Substitutes may not serve on Level I Committees;
- c. If no designee is appointed after fifteen (15) calendar days of the request for participation, the committee may move forward with the Level I interview process without UFT representation.

### 3. School Support Staff Representation

- a. The DC 37, Local 372 representative must be from the school's School Leadership Team.<sup>9</sup> However, if there is no representative on the School Leadership Team, the DC 37 District Chair shall designate another representative from the school at which the vacancy exists.
- b. If no designee is appointed after fifteen (15) calendar days of the request for participation, the committee may move forward with the Level I interview process without DC 37 representation.

### 4. Supervisory Representation

- a. The CSA shall designate supervisors to serve on Level I Committees.
- b. Only properly selected supervisors who are appointed in their positions are eligible to serve on Level I Committees. Interim-acting supervisors are ineligible to serve on Level I Committees.
- c. If no designee is appointed after fifteen (15) calendar days of the request for participation, the committee may move forward with the Level I interview process without CSA representation.

## J. Parent Involvement

1. All parent representatives must be parents, guardians, or persons in parental relation to children currently attending a public school where the vacancy occurs and must be members of the School Leadership Team. However, if parents from the School Leadership Team are not available to serve on the Level I Committee, the Chairperson of the Level I Committee shall offer the officers of the school's Parent

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<sup>9</sup> Parent Coordinators are not eligible to serve on the School Leadership Team in the school at which they are employed.

Association the opportunity to serve. If parents from the School Leadership Team and Parent Association officers are not available to serve, then the appointing superintendent (or principal for assistant principal positions) will authorize the President of the Parent Association to identify alternative methods to designate parents to serve on the Committee, subject to the approval of the Hiring Manager. The Hiring Manager may waive the minimum number requirement at any time.

2. Parents may not serve on a committee if they are the subject of an investigation by the Office of Special Investigations, the Office of Personnel Investigations, the Special Commissioner of Investigation, the Office of Equal Opportunity, the Office for Family Engagement and Advocacy, or any law enforcement or other agency.
3. Parents may not serve on a committee in any school in which they are employed. Parents who are employed in other schools are eligible to serve on screening committees unless the parent's immediate supervisor is a candidate for the position.

K. Student Involvement (High Schools Only)

All student representatives must be students currently attending the high school at which the vacancy exists and must be on the School Leadership Team. They must be at all times students in good standing.

## **XII. INTERIM-ACTING ASSIGNMENTS**

Hiring Managers should anticipate, post, and complete the selection process by the time a vacancy actually occurs. If this is not possible, an interim-acting supervisor may be assigned temporarily by the Hiring Manager, in accordance with procedures promulgated by the Chief Executive Officer of the Division of Human Resources and Talent. The process used to place a supervisor in an interim-acting assignment is not to be used to substitute the interview and selection process outlined in the regulation.

Interim-acting supervisors must possess the appropriate state certification and meet any experience requirements for the position, including the prior pedagogic experience requirements set forth in Section VII (D) above.<sup>10</sup> In addition, interim-acting principals must be in the Principal Candidate Pool, except in exigent circumstances, when the Senior Deputy Chancellor or his/her designee may authorize assignment of an interim-acting principal prior to completion of an evaluation for the Principal Candidate Pool. Parent associations should be notified concerning the person assigned on an interim-acting basis.

Hiring Managers must notify the Division of Human Resources and Talent of all interim-acting assignments prior to the effective date of the assignment.

## **XIII. GENERAL PROCEDURES FOR IMPLEMENTATION OF THE C-30 PROCESS**

- A. Interviews must not be scheduled during periods when applicants or committee members are unavailable because of religious observance.
- B. Except for Executive Principal interviews, Level I interviews must be conducted after school hours.
- C. Written records must be kept of interviews, attendance at meetings, and ratings.
- D. Interviews may be scheduled during the summer provided that all committee members and those applicants to be interviewed are available.
- E. Résumés must be maintained in a secure location to ensure confidentiality.
- F. During a pre-interview meeting to be held immediately preceding the candidates' interviews, the committee must decide on specific questions to be asked during the interviews. Each

<sup>10</sup> The prior pedagogic experience requirements for interim-acting principals are effective immediately; for interim-acting assistant principals, the requirements are effective at the beginning of the 2014-2015 school year.

candidate must be asked the same questions in the same order. It is suggested that at least 4 or 5 questions that yield evidence of the selection criteria set forth in Section VII be asked. Follow-up questions may be asked, and need not be established in advance, but they must relate to the candidate responses given and not be leading questions which give hints about the appropriate answer to the question. The same approximate amount of time should be allowed for each interview. Committee members should determine acceptable key answers at the time they set the questions.

- G. Reasonable notification must be given to the committee members and to applicants regarding the date, time, and place of meetings.
- H. A standardized rating sheet must be utilized by all Level I Committee members during each Level I process.
- I. No alternate committee members are authorized to serve once the selection process has begun. No substitution of representatives is permitted.
- J. Where a Level I Committee meeting has been scheduled with reasonable notification provided to committee members, the Level I Committee may proceed with its work even if a member(s) of the committee is absent.
- K. References indicated on applications of candidates may be checked only by the Hiring Manager or the Division of Human Resources and Talent.
- L. The Division of Human Resources and Talent shall provide technical assistance and interpretation on the implementation of this regulation. In its discretion, the Division of Human Resources and Talent may assign a non-voting observer to the committee to ensure that the selection process comports with the regulation and is fair and equitable. No other observers are permitted.
- M. The Chancellor reserves the right to waive this regulation or any portion(s) thereof if s/he determines it to be in the best interests of the school system. Requests for waivers from the Chancellor regarding the prior pedagogic experience requirements set forth in Section VII above shall be directed to the Senior Deputy Chancellor's designee at, 52 Chambers St., Room 320, New York, NY 10007. Requests for all other waivers from the Chancellor shall be directed to the Chief Executive Officer of the Division of Human Resources and Talent, 65 Court St., Room 405, Brooklyn, NY 11201.

#### **XIV. TIME LIMIT FOR COMPLETION OF SELECTION PROCESS**

Vacancies should be filled within three months of the date of the posting.

#### **XV. APPOINTMENT AND ASSIGNMENT**

The Division of Human Resources and Talent must ensure that all candidates' backgrounds and performance levels meet all necessary qualifications and criteria and that the names of candidates recommended for appointment are submitted to the Office of Special Investigations, the Office of the Special Commissioner of Investigation, and the Office of Personnel Investigations for clearance.

#### **XVI. COMPLAINT PROCEDURES**

These procedures are not intended to modify or waive any grievance procedures that are part of collective bargaining agreements.

- A. Any complaint concerning the selection process shall be referred to the Chancellor.
- B. Time-Frame for Filing Complaints
  - 1. Any complaint concerning the selection process must be filed within fifteen (15) days of the date of the alleged violation or within fifteen (15) days of the date that the complainant became aware of the violation.

If the complaint is not filed on time, the complainant must show good cause as to why it was not filed in accordance with the established time-frame.

2. Complaints should be filed in writing with supporting evidence/documentation of the alleged violation.
3. Upon receipt of a complaint, the Chancellor or designee will initiate an appropriate investigation into the matter and issue a ruling in writing within twenty (20) days of the completion of the investigation.

**XVII. PENALTIES FOR INAPPROPRIATE ACTION/MISCONDUCT**

- A. There will be strict penalties for any retaliation against committee members or their children by DOE personnel on the basis of their participation or rating on C-30 selection committees.
- B. Any perceived attempt to influence committee members involved in supervisory selection committees must be reported immediately to the Office of the Special Commissioner of Investigation for the New York City School District, 80 Maiden Lane – 20<sup>th</sup> floor, New York, NY 10038.
- C. Any member of a Community or Citywide Education Council who attempts to interfere or become involved in the selection and appointment process of supervisors will be subject to removal from office. This interference must be reported immediately to the Office of the Special Commissioner of Investigation for the New York City School District at the above address.

**XVIII. INQUIRIES**

Inquiries pertaining to this regulation should be addressed to:

<u>Telephone:</u> 718-935-2822	<i>Office of Supervisory Support</i> N.Y.C. Department of Education 65 Court Street – Room 405 Brooklyn, NY 11201	<u>Fax:</u> 718-935-5214
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C-30 LEVEL I COMMITTEE FORM

DISTRICT & SCHOOL: POSITION: VACANCY POSTING DATE:

INTERVIEW DATE: INTERVIEW TIME: HIRING MANAGER:

PART A CSAREPRESENTATIVE:

For AP positions, the hiring manager requests CSA approval via email to C30@CSA-NYC.ORG. For Principal positions, the C-30 Coordinator requests CSA approval.

1.

PART B UFT REPRESENTATIVES:

1. 2.

PART C CFN REPRESENTATIVE:

1.

PART D PT/PA REPRESENTATIVES (MINIMUM OF FOUR):

1. 2.

3. 4.

5. 6.

7. 8.

PART E DC 37 REPRESENTATIVE (MAY NOT BE A PARENT COORDINATOR):

1.

PART F STUDENT REPRESENTATIVE (HIGH SCHOOL ONLY; MINIMUM OF ONE):

1. 2.

PART G INTERMEDIARY ORGANIZATION REPRESENTATIVE (if applicable):

1.

CERTIFICATION STATEMENT: This is to confirm that the Level I Committee members listed above were selected in accordance with Chancellor's Regulation C-30.

Name of C-30 Coordinator:

Signature of HR Manager: Date:

Please sign the completed form and fax to:

Office of Supervisory Support Services - (718) 935-3366
Attn. C-30 Coordinator

## **PROPER INTERVIEWING TECHNIQUES**

### Age

- **Do not** ask the candidate's age or birth date.
- **Do not** ask the candidate to produce documents that contains his/her age (e.g., birth certificate, passport, driver's license).

### Birth Control

- **Do not** ask the candidate about his/her capacity to reproduce, or advocate any form of birth control or family planning.
- **Do not** ask the candidate whether s/he is planning to have children soon.

### Citizenship

- **Do not** ask the candidate of what country s/he is a citizen.
- **Do not** ask the candidate when s/he acquired citizenship in this country.
- **Do not** ask the candidate to produce naturalization papers.
- **You may** ask whether the candidate is a United States citizen or whether s/he has the legal right to remain in the United States.

### Classes of Individuals

- **Do not** ask about actual or perceived age, race, religion, creed, color, national origin, alienage, citizenship status, disability, sex, sexual orientation, or marital status.
- **Do not** ask about the candidate's relationship with an individual in any of the above classes.

### Criminal Record

- **Do not** ask whether the candidate has been arrested.
- While it is legally permissible to ask whether a candidate has been convicted of a crime or about an arrest that is pending, **do not** ask these questions during the interviews, as they are covered in the fingerprint/background check process.

### Disability

- **Do not** ask the candidate if s/he is disabled.
- **Do not** ask the candidate if s/he has been treated for certain diseases, either physical or mental.
- **Do not** ask the candidate whether s/he has had a drug or alcohol problem.

### Driver's License

- **Do not** ask the candidate to produce a driver's license.

### Education

- **You may** ask the candidate about his/her education (including whether s/he graduated) and which schools s/he attended.
- **Do not** ask dates of attendance or date of graduation.

### Foreign Language

- **Do not** ask the candidate what his/her native language is or how s/he acquired the ability to read, write, or speak a language other than English.
- **You may** ask the candidate what languages s/he speaks and writes, if it is relevant to the position.

Marital Status

- **Do not** ask the candidate whether s/he is married, single, divorced, or separated.
- **Do not** ask a female candidate whether she would prefer to be called Ms., Mrs., or Miss.

Miscellaneous

- **Do not** ask for information regarding the candidate's spouse.

Military Experience

- **Do not** ask the candidate about his/her experience other than in the Armed Forces of the United States or in a State Militia.
- **You may** ask the candidate about his/her military experience in the Armed Forces of the United States or in a State Militia.
- **You may** ask whether the candidate received a dishonorable discharge, but you must indicate that a dishonorable discharge is not an absolute bar to employment.

Name

- **Do not** ask the maiden name of a married woman or of a woman who may be married.
- **Do not** ask the original name of someone whose name has been changed by court order or otherwise.
- **You may** ask whether additional information regarding a candidate's name is required to enable a check of the candidate's work record.
- **You may** ask whether the candidate has worked for the New York City Department of Education under a different name.

National Origin

- **Do not** ask about the candidate's ancestry, lineage, national origin, descent, parentage, or nationality.
- **Do not** ask the candidate about his/her birthplace, or the birthplace of his/her relatives.

Notice in Case of Emergency

- **Do not** ask the candidate for a contact in case of an emergency.

Organizations

- **Do not** ask the candidate to list all clubs and organizations of which s/he is a member.
- **You may** ask whether the candidate is a member of any organization that is relevant to the position.

Photograph

- **Do not** ask the candidate to submit a photograph in order to be considered for the position.

Race/Color

- **Do not** ask any questions about the candidate's race or color.

Relatives

- **Do not** ask the candidate for names, addresses, or ages of relatives not employed by the New York City Department of Education.
- **You may** ask the candidate for names of relatives who are employed by the New York City Department of Education.

Religion

- **Do not** inquire into the candidate's religious denomination or affiliations, parish, church, synagogue, or religious holidays observed.
- **Do not** ask the candidate to forego any religious practice (including any aspect of the candidate's appearance) as a condition for employment with the New York City Department of Education.

Sex

- **Do not** ask the candidate's sex.

Work Experience

- **You may** ask the candidate about his/her work experience.

**HUMAN RESOURCES**

**AGREEMENT OF CONFIDENTIALITY/CERTIFICATION FORM**

<b>Position Title</b>	<b>School</b>	<b>District</b>
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**Agreement of Confidentiality:** I understand that all matters regarding the selection procedure are of a highly confidential nature. By agreeing to serve as a committee member, I accept full responsibility for maintaining complete confidentiality and will not reveal any information concerning applicants to any person either during or after the selection process. Any breach of this agreement will disqualify me from membership on this committee and may disqualify me from participating on future committees.

**Certification Statement:** In accordance with C-30, no one may serve on a Level I Committee if s/he is a close relative or member of the household of an applicant.

Are you a close relative\* or member of the household of any applicant referred for evaluation to the Level I Committee for this position? Yes      No \_\_\_\_

**Note:** If you answered YES, you will be disqualified from serving on this selection committee.

**ATTESTATION:**

1. I have reviewed the list of applicants referred for evaluation to the Level I Committee.
2. I understand that should any circumstances change regarding my relation to a candidate, I will immediately notify the Chairperson of the Level I Committee and withdraw from the selection process.
3. To the best of my knowledge, there is no impediment to my serving on the Level I Committee in a fair and unbiased manner.
4. I affirm that to the best of my knowledge, I am not the subject of an investigation by the Office of Special Investigations, Office of the Special Commissioner of Investigation for the City of New York City School District, or any law enforcement or other agency.
5. I affirm that I have been rated satisfactorily for the prior three years and am not the subject of any disciplinary proceeding. (For employees only)
6. I hereby certify that my statements contained herein are to the best of my knowledge and belief, true and correct.

**WARNING:** A person knowingly making false statements will be disqualified from serving on this Level I Committee and may be disqualified from serving on future committees.

_____ Signature of Committee Member	_____ Date
-------------------------------------	------------

(Check Affiliation)      CSA \_\_\_\_      UFT \_\_\_\_      Parent \_\_\_\_      DC 37 \_\_\_\_      HS Student \_\_\_\_

\*Close relative shall mean a parent, spouse, child, brother, sister, aunt, uncle, niece, nephew, grandparent, grandchild, or the spouse or child of any of them, or a person bearing the same relationship to the employee's spouse.



**NEW YORK CITY DEPARTMENT OF EDUCATION  
65 COURT STREET  
BROOKLYN, NEW YORK 11201**

**Agreement of Confidentiality  
School Leadership Team Consultation**

<b>School Name</b>	<b>Location Code</b> (e.g., K000)	<b>District</b>
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I understand that all matters regarding the C-30 selection procedure are of a highly confidential nature. As a member of the School Leadership Team (SLT), I accept full responsibility for maintaining complete confidentiality and will not reveal any information concerning applicants to any person either during or after the selection process. Any breach of this agreement may disqualify me from participating in future C-30 consultations.

I hereby certify that my statements contained herein are to the best of my knowledge and belief, true and correct.

<b>Name of SLT Member</b>	<b>Signature</b>	<b>Date</b>
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**Check Affiliation:**

- Principal
- Assistant Principal
- UFT Chapter Leader
- PTA President
- Parent
- Teacher
- Other: \_\_\_\_\_

# School Leadership Team

## Chancellor's Regulation D-120



# Regulation of the Chancellor

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Category: **ETHICS**

Issued: 4/27/09

Number: **D-120**

Subject: Ethics Code for Parent and Community Members of School Leadership Teams

Page: 1 of 1

## **SUMMARY OF CHANGES**

This regulation supersedes Chancellor's Regulation D-120 dated September 5, 2000.

### Changes:

- Contact information has been updated.

### **ABSTRACT**

The following is the Ethics Code which applies to all parent and community members of school leadership teams. This Ethics Code does not apply to staff members of school leadership teams, who are covered by the much more restrictive Conflicts of Interest Law, which is applicable to all Board of Education employees.

#### **I. ETHICS CODE – PARENT AND COMMUNITY MEMBERS OF SCHOOL LEADERSHIP TEAMS**

Listed below are the provisions that parent and community members of School Leadership Teams (SLT) must comply with. Under special circumstances, parent and community members of SLT may obtain waivers from the provisions from the District of High School Superintendent.

- A. Parent and community members may not accept a gift from someone doing business with the school or school leadership team.
- B. Parent and community members may not work for a person or firm or own a firm that is negotiating to do business or already does business with the school or the school leadership team unless they have informed, in writing, the school leadership team, the District or High School Superintendent and the Chancellor or designee(s) of the Chancellor, (and obtained the written permission from the Chancellor or the Chancellor's designee(s)). In addition, they may not participate in discussions or vote on matters directly concerning firm-school/school leadership team matters.
- C. Parent and community members may not take any action as a member of their school leadership team that will financially help them, a member of their family, a business they own or work for, or anyone with whom they are financially related.
- D. Parent and community members may not accept anything from a private person or entity for communicating on their behalf with the school leadership team or the school.
- E. Parent and community members may not use confidential school leadership team or school information for a non-school purpose or disclose it to a private person or firm.
- F. Parent members may not accept anything of monetary value from anyone other than the Department of Education for doing their school leadership team duties. Community members may not accept anything of monetary value from anyone other than the Department of Education and their Community-Based Organization for performing their school leadership team duties.
- G. Parent and community members may not have a financial relationship (such as employment, business relationship, loan or investment) with any employee of the school, except for a spouse, domestic partner, parent, parent-in-law, sibling, child, or grandchild.
- H. Parent and community members may not act as lawyers for a private interest or as experts against the school's interest in any lawsuit or administrative hearing.
- I. Parent and community members may not discuss possible future employment with a firm with which they are dealing as part of their duties as a member of the school leadership team. In addition, they may not discuss future employment with any firm which does business with the school, or is in negotiations to do business with the school, unless they inform the team and the District or High School Superintendent that they will not have any involvement with the firm as part of their duties as a member of the school leadership team.

If a parent or community member takes a job with a firm doing business with the school, they must resign from the team. As part of his/her work for the firm, the former team member may not do business with or have any work-related contact with the school in which they served as a team member for one year after resignation or removal from the team.

- J. Any parent or community member who violates any of these rules will be subject to immediate removal by the District or High School Superintendent. A parent or community member who has been removed by the District or High School Superintendent may appeal this removal to the Chancellor or the Chancellor’s designee(s).
- K. Each Parent or community member has an affirmative obligation to report violations of this code to the District or High School Superintendent.

**II. INQUIRIES**

Inquiries pertaining to this regulation should be addressed to:

<i>Ethics Officer</i>		
<i>Office of Ethics and Conflicts of Interest</i>		
N.Y.C. Department of Education		
52 Chambers Street – Room 308		
New York, NY 10007		
Telephone: 212-374-3438		Fax: 212-374-5596

# School Leadership Team Glossary of Terms and Acronyms

## **Glossary of DOE Terms and Acronyms**

### **A**

#### **Accommodations**

Tools and procedures that provide equal access to instruction and assessment for students with disabilities.

#### **Adoptive Parents**

Adults who have been granted responsibility for a child through legal adoptive proceedings that relinquish or terminate the rights of birth parents.

#### **Alternate Placement**

A temporary placement provided for students recommended for bilingual classes but for whom a bilingual teacher/class is not available. A bilingual paraprofessional may be assigned to work with the student in class with a monolingual teacher who has been trained in English as a Second Language approaches and methodology.

#### **Alternative Services (also known as intervention/prevention services)**

Services provided to general education students who are having difficulty in school. These services are an alternative to special education for students who are not classified as disabled, and/ or who have not yet been referred for a special education evaluation. Alternatives to special education may include reading and math remediation programs, guidance services and speech and language therapy that are provided within the school prior to referral for a special education evaluation.

#### **ARIS (Achievement Reporting and Innovation System)**

The Achievement Reporting and Innovation System (ARIS) is a first-of-its-kind system that provides teachers with student achievement data and instructional resources all on the same platform.

#### **ARIS Parent Link**

ARIS Parent Link is a secure online location where you can find your child's daily attendance, test results, and other information. ARIS Parent Link can also help you find activities you can do at home with your child to improve his or her achievement.

#### **Articulation**

A process that begins each spring to determine a student's movement from elementary to middle or from middle to high school within the same program.

#### **Assessment**

The process of collecting information about a student's strengths and weaknesses to improve his or her educational program. The information collected through tests, observations and interviews will assist the team in determining the child's levels of functioning and educational needs.

### **ATS (Automate the Schools)**

A school-based administrative system which standardizes and automates the collection and reporting of data for all students attending a New York City Public School or program.

## **B**

### **Beacon Programs**

Beacon programs provide youth with appropriately structured youth development activities in the hours following the school day. Located in 80 schools across the City, the Beacon programs establish opportunities for empowerment and skill building, development of sound character and positive social norms, and integration of family, school and community supports.

### **Bilingual Evaluation**

An evaluation conducted in both English and a child's preferred language by professionals who understand both languages. The evaluation may be conducted by a Department of Education bilingual evaluator, an evaluator employed by an agency under contract to the Department of Education, an independent evaluator not employed by the Department of Education, or a monolingual evaluator with an interpreter.

### **Bilingual Instruction**

Instruction in two languages (English and the child's other-than-English language) provided to English language learners who are either non-English speaking and beginning to acquire English or who are beginning to perform at more advanced levels of English but are not at the level of native English-speaking students.

## **C**

### **CBO (Community Based Organization)**

Community-based organizations (CBOs) play a vital role in serving students and school communities in nearly all NYC Department of Education schools by providing a host of learning opportunities during the day and after school. CBOs offer NYC's students additional opportunities to develop, learn and grow.

### **CCELL (Citywide Council on English Language Learners)**

The CCELL advises and comments on policy involving students enrolled in English Language Learner (ELL) programs, and is comprised of 11 voting members and one non-voting student member. There are nine elected members on the CCELL, each of whom must be the parent of a student who is currently receiving ELL instruction, or who has received ELL instruction within the preceding two years. There are also two members appointed by the NYC Public Advocate.

### **CCHS (Citywide Council on High Schools)**

The CCHS advises and comments on policy involving high school students, and is comprised of 13 voting members and one non-voting student member. There are ten elected members on the CCHS, each of whom must be a parent of an NYC public high school student. There is also one member appointed by the NYC Public Advocate, one member appointed by the Citywide Council on English Language Learners, and one member appointed by the Citywide Council on Special Education.

### **CCSE (Citywide Council on Special Education)**

The CCSE advises and comments on services for students with Individualized Education Programs (IEPs), and is comprised of 11 voting member and one non-voting student member. There are nine elected members, each of whom must be a parent of a student with an IEP. There are also two members appointed by the NYC Public Advocate.

### **CECs (Community Education Councils)**

CECs are deliberative bodies that help to shape educational policies and priorities in their community school districts. CEC members are parent volunteers who provide hands-on leadership and support for their community's public schools. Participation on these councils is an important responsibility that we encourage every public school parent to consider. Each CEC is comprised of 11 voting members and one non-voting student member. There are nine elected members, each of who must be a parent of a student in grades K-8 who attends a community district school at the time of the parent's selection. One of these elected members must be the parent of a student with an Individualized Education Program, and one must be the parent of an English Language Learner. There are also two members appointed by the Borough President.

### **Charter Schools**

Publicly funded and open to all students New York City through a non-discriminatory admissions lottery. Each charter school is governed by a not-for-profit board of trustees which may include educators, community members and leaders from the private sector.

### **Children First Network (CFN)**

Initiative designed to integrate operational and instruction support for schools. Each CFN network employs a 13-person cross-functional team directly accountable to principals that deliver personalized service to an average of 25 schools.

### **Classroom Observation**

The respective processes of observing teachers and students during the school day in the classroom and other school settings to see how learning occurs and what behaviors are exhibited.

### **Community & High School Superintendents**

Communicate policy to schools and the public, and they lead the evaluation of schools through the Quality Review process. All superintendents perform statutory duties for each school, including appointing principals in district schools, acting as rating officer for principals in the district, approving principal and teacher tenure decisions, and approving school budgets.

### **CPAC (Chancellor's Parent Advisory Council)**

The Council is comprised of the Presidents of each Presidents' Council (or their designees), and focuses on building strong coalitions of parents who are knowledgeable and active partners with the New York City Department of Education. The Federal Title I program requires that parents participate in the development of the school's Title I parent involvement policy, program, and budget. Parents should participate in the development and evaluation of their schools' Title I programs, including their budgets, and their plans to support the needs of students with limited English proficiency and those with disabilities.

### **Committee on Special Education (CSE)**

Stores student special education records, opens all initial referrals and assigns a CSE case number for public school students. The CSE also manages all special education issues for non-public schools (private, parochial) and charter schools.

### **CTE (Career and Technical Education)**

High Schools with CTE programs integrate rigorous academic study with workforce skills in specific career pathways. Students participate in programs that meet business and industry standards.

### **Curriculum Accommodations**

Accommodations change how a student accesses information and demonstrates that he/she has learned the information. They may include the use of audiotapes instead of books, large-print books, Braille materials, use of a calculator for math or use of a word processor instead of handwriting.

### **Curriculum Modifications**

Modifications change the way the curriculum is delivered at the instructional level, but the subject matter itself remains the same. Examples of modifications include redesigning the size or focus of the assignment.

## **D**

### **District 75 Citywide Council (D75 Council)**

The D75 Council advises and comments on educational policies that affect students with disabilities who attend D75 schools, and is comprised of 11 voting members and one non-voting student member. There are nine elected members, each of whom must be the parent of a student enrolled in a D75 program. There are also two members appointed by the NYC Public Advocate.

### **District 75 Special Education**

District 75 provides citywide educational, vocational and behavior support programs for students who are on the autism spectrum, severely emotionally challenged, and/or multiply disabled.

### **District 79 Alternative Schools and Programs**

Helps students under 21 years old who have experienced an interruption in their studies to stay on track to a high school or high school equivalency diploma, build the skills to succeed in post-secondary opportunities, and gain the social-emotional skills necessary to become confident and productive members of society.

### **District 84 Charter Schools**

Publicly funded and open to all students in New York City through a non-discriminatory admissions lottery. Each charter school is governed by a not-for-profit board of trustees which may include educators, community members, and leaders from the private sector.

### **DOE - Department Of Education**

The New York City Department of Education is the largest system of public schools in the United States.

**DYCD (Department of Youth and Community Development)**

A New York City Agency created in 1996 to provide the City of New York with high-quality youth and family programming. Its central task is administering available City, state, and federal funds to effective community-based organizations.

**E**

**ELA (English Language Arts)**

One of the DOE's primary goals is ensuring that all students become able readers and writers. When literacy instruction is matched to students' unique strengths and needs, students learn to effectively communicate their ideas and show what they know

**English Language Learner (ELL) (formerly students with limited English proficiency)**

A student who speaks a language other than English at home and scores below a state designated level of proficiency in English upon entering the New York City public school system.

**English as a Second Language (ESL)**

A teaching approach and methodology used by trained English-speaking teachers for ELLs who are acquiring English-language skills.

**F**

**FACE (Division of Family and Community Engagement)**

Comprised of a dedicated parent support team that spans every borough, school district and school in New York City. FACE is the primary point of contact for families and parent leaders who have concerns about their schools, and it also supports the City's school-based and district-based parent leadership associations.

**FAQ (Frequently Asked Questions)**

A document that poses a series of common questions and answers on a specific topic.

**FY (Fiscal Year)**

A period used for calculating annual financial statements in businesses and other organizations. The fiscal year for the DoE begins July 1st and ends June 30th.

**G**

**General Education Curriculum**

The body of knowledge and range of skills that all students are expected to master.

**GED (General Equivalency Diploma)**

Tests of General Educational Development. The GED Test Battery is a national examination available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State.

## **H**

### **Health Services**

A type of related services provided to students who are identified as having medical and/or health needs that require the assistance of a nurse or health paraprofessional during the school day. Examples of this service may be feeding, ambulation, suctioning or catheterization.

### **High School Diploma**

Given to students who have successfully completed either Regents exams or competency tests and course credit requirements as prescribed by regulation.

### **Home Language Identification Survey (HLIS)**

A parent questionnaire to determine whether or not a language other than English is spoken in the student's home.

### **Hospital Instruction**

An educational service provided on a temporary basis to students who are hospitalized for medical conditions that prevent them from attending school.

### **HSST (High School Scheduling and Transcripts)**

This system provides for data entry and processing of student scheduling, grade reporting and transcripts. This system allows for the reporting of class size by course.

## **I**

### **IEP Diploma**

The IEP diploma certifies that a student has completed IEP goals. IEP diplomas are not accepted for admission to college or enrollment in military service. Students who are participating in alternate assessment and are expecting to achieve an IEP diploma should discuss transition plans including post-graduation and career training during their IEP Team meeting. Students receiving IEP diplomas are entitled to remain in school until the end of the school year in which they turn 21 and may pursue additional diplomas based on Advanced Regents, Regents, and/or Careers and Technical Education (e.g., CTE or GED diplomas.)

### **Individualized Education Program (IEP)**

The IEP documents a child's eligibility for special education services and formalizes the school system's plan to provide special education services that are appropriate for his or her unique needs.

### **Individualized Supports**

Examples of supports include rephrasing of questions and instructions, additional time to move between classes, special seating arrangements, testing accommodations such as questions being read or re-read aloud, additional time, curricular aids such as highlighted reading materials, main idea summaries, organizational aids, pre-written notes or study guides, etc.

### **Individuals with Disabilities Education Improvement Act (IDEIA)**

A Federal law that gives students with disabilities the right to receive a Free Appropriate Public Education (FAPE) in the least restrictive environment from age 3 to the year the student turns 21 years or graduates with a high school diploma.

### **Interpreter/Translator**

A person who speaks the parent's preferred language/mode of communication or the child's language and interprets meetings for the parent and/or assessments for the student.

## **J-K-L**

### **Language Assessment Battery-Revised (LAB-R)**

A test given to determine a student's level of proficiency in English and need for bilingual ESL instructional services.

### **Learning Disability (LD)**

Learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities; of mental retardation; of emotional disturbance; or of environmental, cultural or economic disadvantage.

### **Least Restrictive Environment (LRE)**

"Least Restrictive Environment" means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

### **LEA (Local Education Agency)**

A public board of education or other public authority that has administrative control or direction of elementary and secondary schools in a city, county, township, school district, or other political subdivision of a State. Sometimes grants indicate that only an LEA can apply. In such circumstances, the school cannot apply directly for the grant by itself. Instead, the DOE Government Grants office must apply on behalf of the school.

## **M**

### **Modifications**

Describes a change in the curriculum. While accommodations are changes in formats or procedures that enable students to participate readily rather than be limited by disabilities, modifications are more extensive changes of both difficulty level and/or content quantity. Modifications are made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. For example, assignments might be reduced in number and modified significantly for an elementary school student

with cognitive impairments that limit his or her ability to understand the content in the general education class in which they are included.

## **N**

### **NYSED (New York State Education Department)**

Part of the University of the State of New York, one of the most complete, interconnected systems of educational services in the United States. NYSED has oversight responsibilities for the New York City Department of Education.

### **New York State English as a Second Language Achievement Test (NYSESLAT)**

The NYSESLAT is taken by English Language Learners (ELLs) in kindergarten through grade 12 who have been placed in ESL, bilingual or Dual Language classes. They will continue to receive ESL and bilingual services until their scores on the NYSESLAT indicate that they have gained sufficient proficiency in English to fully participate in an English-only program.

### **New York State Approved Non-Public School**

A school that provides a publicly funded special education program and that is not part of the New York City Department of Education.

### **Notice of Referral**

A notification letter sent to parents (in their preferred language, if known) no more than five days after the receipt of a referral for special education services.

## **O**

### **Office of Student Enrollment (OSE)**

The central Office of Student Enrollment facilitates student placement, enrollment, zoning and choice programs on a citywide basis for all grade levels. OSE is also responsible for placing public school students in collaborative team teaching and special education classes once they have been recommended for these services and the student cannot be served in his or her current school.

### **Occupational Therapy (OT)**

OT can help a student with a disability maintain, improve or restore adaptive and functional skills, including fine motor skills and oral motor skills in all educational activities.

### **Other Support Services**

Related services provided to students who require developmental or corrective assistance to be maintained in their current educational programs.

### **OSYD (Office of Safety and Youth Development)**

Works with CFN Clusters and Networks and directly with schools to establish and implement integrated safety, discipline and intervention policies and procedures, promote respect for diversity and take a proactive role in nurturing students' pro-social behavior by providing students with meaningful opportunities for social emotional learning.

## P

### **Paraprofessional**

A person who provides assistance (e.g., behavior management, health services, transportation or toileting, awaiting placement services, alternate placement services, or sign-language interpretation) either to the entire class or an individual or group of students.

### **PA/PTA (Parent Association/Parent Teacher Association)**

The main way for parents to get involved in their children's schools; Parent Associations are school-based organizations open to all parents, foster parents, and legally appointed guardians of children currently attending a New York City public school.

### **Parent Member**

A parent of a child with a disability in the school district who participates in IEP Team meetings and assists a parent of a child with a known or suspected disability in making educational decisions for his or her child. Parents have the right to decline participation of the Parent Member at IEP Team meetings.

### **PC (President's Council)**

Presidents' Councils and High School Federations work to identify district-wide priorities, and provide support for the PA/PTAs under their purview. Every Presidents Council meeting is attended by the district's District Family Advocate, who helps to foster an open line of communication between parent leadership and the Department of Education. Learn more [here](#).

### **PCs (Parent Coordinators)**

Parent coordinators are responsible for helping address parent concerns and supporting parent involvement initiatives in their schools. The parent coordinators report to the principals in the schools in which they work.

### **Person in Parental Relation**

The term 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, living outside the state, or abandonment of the child. Any determinations about who constitutes a person in parental relation must be based on the individual circumstances surrounding guardianship and custodial care of the particular child. A person who provides temporary care for a child (e.g., a babysitter, nanny, or non-custodial relative) does not qualify as a person in parental relation.

### **Physical Therapy**

Uses activities to maintain, improve or restore your child's functioning, including gross motor development, ambulation, balance and coordination in various settings, including but not limited to the classroom, gym, bathroom, playground, staircase and transitions between classes.

### **Preferred Language**

The language that an individual feels most comfortable speaking. This may or may not be the language regularly spoken at home.

### **PER DIEM**

Per Diem is a Latin term that means per day in English. It refers to a temporary employee who is paid his or her pay on a daily basis. The numbers of hours that are worked by the employee are determined by the employer.

### **PER SESSION**

Per Session Payroll is the hourly professional payroll for pedagogic and supervisory titles. Service is rendered outside of the regular school day and/or during the summer months. The applicable titles paid are Teacher, School Secretaries, Social Workers, Guidance Counselor, School Psychologist, Lab Specialist and Supervisors.

### **Parent Involvement Policy (PIP)**

The Parent Involvement Policy are the annual goals in the CEP explaining the methods the school will use to work with and involve parents to support students in the school and promote achievement of high academic standards.

### **Psychiatric Evaluation**

A specialized assessment conducted by a psychiatrist to determine a student's ability to relate to the environment and the level to which emotional problems interfere with learning.

### **Psychological Evaluation**

An assessment conducted by a licensed psychologist to measure a student's strengths and weaknesses in overall learning abilities and how he/she relates to other children and adults.

### **Q-R**

#### **Recommendation**

A determination of the provision of special education services made at an IEP Team meeting.

#### **Re-evaluation**

An updated evaluation for a student with a disability. A request for this can be made by the student's teacher, parent or school district. Additionally, students with disabilities must be reevaluated once every three years, except when the district and parent agree in writing that a reevaluation is not necessary. A reevaluation may not be conducted more than once a year unless the school and the parent agree otherwise.

#### **Related Services**

Services that may be given to special education students to help support and assist their participation in their school program. These services must be recommended on the IEP and are provided either individually or in groups of no more than five. Services include: counseling, school health services, hearing education services, occupational therapy, physical therapy, speech/ language therapy, vision education services, orientation and mobility services and "other support" services.

#### **Requested Review**

An IEP Team meeting to review the child's IEP to determine if it continues to meet his or her needs. This review may be requested at any time by a parent, a teacher or other school staff member.

## **S**

### **School Health Services**

A school nurse or paraprofessional provides services that are designed to address your child's specific health needs, as documented by his or her physician, to ensure a safe educational environment.

### **Speech/Language Therapy**

These services help in the way your child understands sounds and language (called auditory processing), with articulation or phonological skills, comprehension, use of syntax, pragmatics, voice production and fluency.

### **SEIS (Special Education School Improvement Specialists)**

Key member of the School Support Organization; create and implement instructional and behavioral support and improvement strategies.

### **SETSS (Special Education Teacher Support Services)**

Circulates throughout the classes to support the students, assess needs, and evaluate progress as it relates to the individual student's IEP.

### **SLC (Small Learning Communities)**

Small academic communities of about 400 students within larger comprehensive schools. Each small learning community has a dedicated group of administrators and staff, all focused on providing students with a challenging curriculum and helping them graduate on time, prepared for college or the workplace.

### **SLT (School Leadership Team)**

The primary responsibility of an SLT is the creation, development and evaluation of the school's Comprehensive Educational Plan (CEP). The SLT plays a significant role in creating a structure for school-based decision making and a collaborative school culture.

## **T**

### **Transfer High Schools**

Small, academically rigorous high schools designed to reengage students who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over-age and under-credited"). These schools provide a personalized learning environment and connections to career and college opportunities. Students graduate with a high school diploma from their transfer high school.

## **U-V**

### **UFT (United Federation of Teachers)**

Representing more than 200,000 people, the UFT is the sole bargaining agent for most of the non-supervisory educators who work in the New York City public schools.

### **US DOE (United States Department of Education)**

Federal Government Agency created in 1980 by combining offices from several federal agencies, to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. The US DOE establishes policies on federal financial aid for education, and distributes and monitors the use of those funds.

### **Vocational Assessment**

Tests for junior and senior high school students to measure their interest and abilities in job-related areas. This assessment helps the IEP Team, the parent and the student to plan for the student's transition from school to post-school activities, including future career and job possibilities.

### **W**

#### **Work-Study**

Opportunities for secondary students to participate in educational, vocational and work related experiences in preparation for the adult world.

### **X-Y-Z**

#### **YABC (Young Adult Borough Centers)**

Evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind academically or because they have adult responsibilities that make attending school in the daytime difficult. Eligible students are at least 17.5 years old, have been in school for four or more years, and have 17 or more credits. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending.