Parent Guide to School Based Planning

ROCHESTER CITY SCHOOL DISTRICT

DISCOVER
THE EXCELLENCE

*There are only two lasting bequests
we can hope to give our children.
One of these is roots; the other, wings.*

-Hodding Carter

School Based Planning (SBP)

History of School Based Planning

On May 7, 1992, the RCSD Board of Education formally revised its policy manual to include the concept of School Based Planning and the work of School Based Planning Teams (SBPT). At the time, RCSD was one of the first districts in the United States to embrace the practice of School Based Planning Teams, even before it was adopted by the New York State Education Department (1994).

RCSD believed that a collaborative team of parents, teachers and administrators could work together to plan for academic excellence in each school. The policy also creates a School Based Planning Steering Committee to support school teams and emphasize the mission of high student performance.
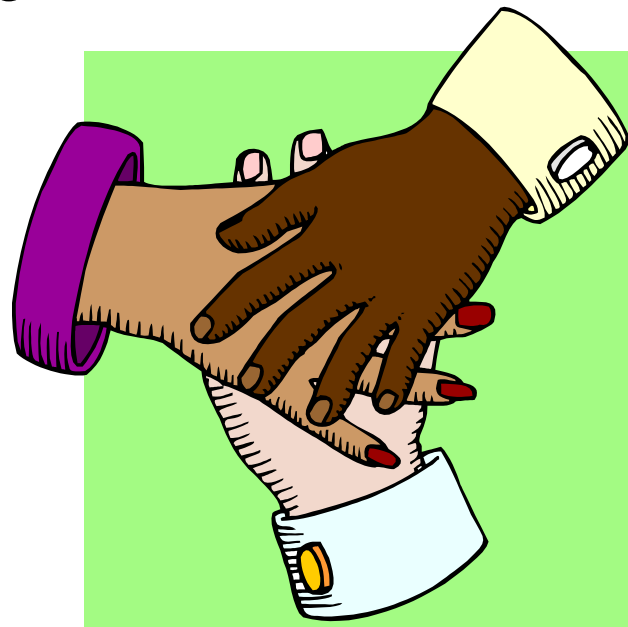
School Based Planning (SBP)

School Based Planning is:

➢ Focusing on student achievement

➢ Creating a team that writes each school's Comprehensive Educational Plan (CEP)

➢ Teamwork and communication in every school community

School Based Planning is not:

➢ Focusing on the management of the school

➢ A place for venting

  individual concerns

School Based Planning *TEAMS*

Role of the SBPT

➢ The SBPT is one of four strategies identified by the RCSD Board of Education for schools to use to achieve academic excellence.

Members

➢ Principal, chairperson
➢ Elected teachers
➢ Elected 3 parents (not employed by RCSD)
➢ BENTE (Board of Education Non-teaching employees)
➢ RAP (Rochester Association of Paraprofessionals)
➢ Community members invited by SBPT consensus

Responsibilities

➢ Developing the CEP
➢ Monitoring the implementation of the CEP
➢ Reviewing and interpreting student data
➢ Planning professional development to support the CEP

Examples of work

➢ Creating the CEP to focus on the needs of the school
➢ Participation in interviews to select teachers
➢ Securing workshop presenters
➢ Reviewing student data
➢ Conducting an annual Town Meeting

School Based Planning
PARENTS AND TEAM MEMBERS

Becoming a member

➢ Parent organizations work with SBPT to establish a formal selection process

➢ The Dept. of Communication assists when a parent group does not exist

➢ Teachers are selected through an RTA election process

Responsibilities

➢ Communicating with parents of the school community

➢ Representing parents of the school community

➢ Working with school leadership to assure effective parent communication of SBPT issues and decisions

Parent Constituency

➢ Three parents are elected to the team

➢ Parents elect the parent representatives

➢ Two alternate parents can be elected

Examples of work

➢ Attending and participating at all SBPT meetings

➢ Assuring information on SBPT is in each parent newsletter

➢ Asking for parent input on SBP issues through the parent organization or the Dept. of Communication

OPERATIONS of a SBPT

Its work

➢ Holds monthly meetings with published agendas

➢ Roles of facilitator, timekeeper, recorder and observer are shared by the team

➢ Focus entirely on school wide instructional issues

Setting Ground Rules

➢ Establishing important operational procedures

➢ Defining a quorum

➢ Defining procedures for reaching consensus

➢ Defining next steps if an impasse is reached

Setting Agendas

➢ Agenda items must have direct instructional alignment with:

(teaching and learning, curriculum, assessment, books, and supplemental materials)

➢ Explicit agenda setting practices established to include how and when items are placed on the agenda

Making Decisions

➢ All decisions reached by consensus of all three constituencies-teacher, administrative and parent

➢ Each constituency must agree to the decisions and to support the decisions

➢ Decisions are not based on majority rule

➢ A quorum must be present to make a decision

➢ All decisions must align with the CEP

SBPT and the Comprehensive Educational Plan (CEP)

Defining it

- A plan for each individual school that focuses on student achievement
- Identifies the priorities and values of the school
- Reveals the strengths and needs of the school
- Establishes improvement targets in academic areas

Creating it

- Includes school mission, vision, beliefs, practices, community partners, data analysis and key result areas with targets
- Monitoring systems for each key result area are established
- Professional development for the year is planned based on school needs

Monitoring it

- Monitoring dates and responsbilties are outlined
- Key result areas of: Standards and Assessments, Learning Environment, High Performance Management, Parent Participation/Public Engagement and Community Support
- Plan reviewed at each meeting

Revising it annually

- Data reviewed each spring to see if targets were met in each of the key result areas
- Input from all constituencies is gathered for revising the plan
- Plan is submitted for approval in June

Good Schools and Good Teaching and Learning

Essential Standards

➢ Relevant, Engaging, Aligned, and Data – Driven Curriculum and Instruction

➢ Professional Development that Directly Impacts Teaching and Learning

➢ Support for Diversity and Individual Student Learning

➢ Collaborative and Shared Leadership with Principal as Instructional and Transformational Leader

➢ Family and Community Partnerships

➢ Safe, Supportive and Accepting Learning Environments

➢ Organizational Focus and Resource Management

Seven Attributes of a successful school

➢ Common Focus

➢ High Expectations

➢ Personalized Learning Environment

➢ Respect and Responsibility

➢ Collaboration

➢ Performance Based

➢ Technology as a Tool

Enablers to success

➢ Data Driven (formal and informal)

➢ Utlilzation of best practice strategies

➢ Effective implementation and monitoring of plans

➢ Commuication is clear and understood by sender and receivers

➢ Interests (needs, concerns) of all are adequately addressed

Parental Involvement

There are many ways parents can be involved in their child's education. Here are a few examples:

Becoming a member of SBPT	Giving input to SBPT by talking with members	Making sure homework is completed daily
Calling the teacher or principal with questions	Sharing customs, specialized knowledge or talents	Attending parent conferences
Reading newsletters/ minutes	Talking with the parent liaison	Attending PTA/PTO or Parent Group meetings

Information and Resources for Parents:

Websites	RCSD publications	E-Mail addresses
www.rcsdk12.org www.nysed.gov www.nyspta.org www.PTOtoday.com	*School Based Planning Team Manual* *Preparing for College* "a guide for Parents" *Office of Parent Engagement Brochure*	parentcenter@rcsdk12.org Office of Parent Engagement **324-9999**

Acronyms

OPE - Office of Parent Engagement
NYSED - New York State Education Department
NYPTA - New York State Parent Teacher
Organization
PPC - Parent Partnership Council
BEC - Bilingual Education Council
PTA - Parent Teacher Association
PTO - Parent Teacher Organization
PTSA - Parent Teacher Student Association
PTSO - Parent Teacher Student Organization
RAP - Rochester Association of
Paraprofessionals
RCSD - Rochester City School District
RTA - Rochester Teacher's Association
SBP - School Based Planning
SBPT - School Based Planning Team
CEP - Comprehensive Educational Plan