# SCHOOL-BASED PLANNING TEAM MANUAL

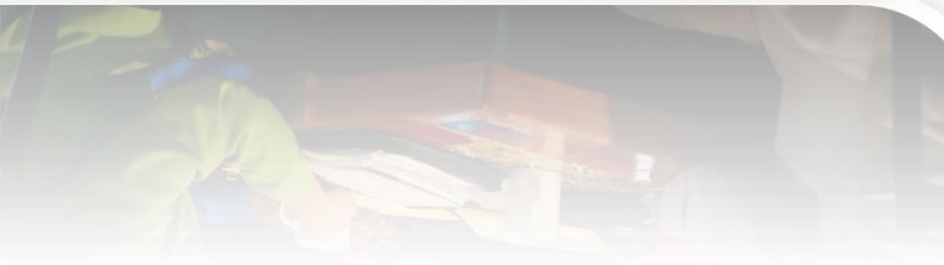**ROCHESTER CITY SCHOOL DISTRICT**

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# 2015-2016

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Dr. Christina Otuwa

**Deputy Superintendent of
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Angelina Rivera , RAP
Daniel DiClemente, BENTE
Timothy Cliby, ASAR
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# POLICY STATEMENT ON SCHOOL-BASED PLANNING

Whereas, the Rochester Board of Education adopted its Policy Manual on August 20, 1998 and has adopted revisions since that date, and

Whereas, the Policy Statement on School-Based Planning adopted on May 7, 1992 was incorporated into the Policy Manual of August 20, 1998, as Policy 2265 School-Based Planning, and

Whereas, the Board Policy Committee charged the School-Based Planning Team Steering Committee to review Policy 2265 and make appropriate recommendations in accordance with the Policy Monitoring and Evaluation paragraph of Policy 2265, and

Whereas, the Policy Committee has approved these recommendations and submits them for Board approval and adoption, therefore be it

Resolved, that the Board of Education adopts the revised Policy 2265: School-Based Planning to ensure school reform initiatives in Rochester continue the mission of educating all students to their highest levels of performance.

## I. Context and Purpose

The Rochester Board of Education recognizes that developing effective School-Based Planning Teams across the District is a continuous process. Therefore, the Board of Education expects that formative evaluations be conducted routinely. Further, the Board strongly encourages that a third party review be conducted as a summative evaluation during the 2000-2001 school year, and every three years subsequently. The purpose of this review is the ongoing improvement of the School-Based Planning Process.

The Rochester Board of Education is committed to excellence and equity based upon the beliefs that all children can learn, parents are an integral part of the learning process, and schools have the responsibility to educate students to standards of excellence that will prepare them for higher education, the work

place, and their roles as members of a culturally diverse society.

The Board of Education, by law, has authority over and responsibility for the general management, operation, control, maintenance, discipline, and related educational activities of the schools under its charge and is, therefore, accountable for the quality of the educational program afforded Rochester's children. Consistent with these responsibilities, the Board has undertaken a program of reform that involves four strategies to effect change in the school system and improve the performance of students: (1) encouraging schools to increase their productivity by providing school communities with greater authority and responsibility for decision that affect student performance (School-Based Planning); (2) creating the best possible staff for the Rochester schools, a staff committed to urban education that is able to bring students to high standards of performance; (3) establishing goals, standards and measures for student achievement (outcomes); and (4) establishing systems of accountability that focus the work of the District on preparing students for their roles as employees and citizens in the future.

In setting School-Based Planning as one of its strategies to achieve academic excellence, the Board expresses its conviction that the design of the organization must respect the primacy of the school's role in initiating and implementing change that will improve the performance of students. Recognizing the school as the essential unit of District productivity and accountability, the Board will provide school staff with latitude and authority over decisions that affect student performance (e.g., selection and assignment of certain instructional staff, appropriation of allocated resources, curriculum emphasis, design of instruction, placement and grouping of students, use of instructional time), based upon law, board policy, contractual agreements, research, and sound educational practice. The type of

improvement that the Board requires is dependent on the energy, capability, and resourcefulness of teachers, administrators, parents, students, and non-teaching employees at individual sites, forming active and responsive communities that are committed to the quality of children's education and that occupy a powerful role in shaping school experience.

The Board intends School's Improvement Plans/Comprehensive Education Plans to support the Superintendent's Goals, and the Board's mission and with an understanding of the purposes of education, expressed as the expectations that the Rochester community holds for City School District graduates. Greater latitude and authority will be transferred to schools as the District has more evidence that schools efforts are directed to improved student performance and are accompanied by parents' and the community's satisfaction with the quality of education provided to children.

School-Based Planning provides a viable means of broad-based consultation to insure the types of communication which will promote academic excellence. The Board of Education will give due consideration to recommendations emanating from that process, but expressly reserved the exclusive prerogative to establish and revise matters of policy and personnel in accordance with its statutory and elective mandate.

In setting forth this policy, it is understood that nothing herein shall alter, amend, supersede, or abrogate provisions of agreements collectively bargained pursuant to the Taylor Law by and between the Board of Education and the unions representing the District.

## II.    Organization

School-Based Planning is the organizational structure for improving school productivity. This structure provides for the formation of a planning team at each school,

consisting of representatives of the full school community who hold primary responsibility for the design of a multi-year School Improvement Plan/Comprehensive Education Plan. In addition, it allows for the formation of planning teams at sites other than schools and in programs within schools, by consensus of the primary constituencies.

The planning team, chaired by the principal, will assess student performance and school effectiveness, set improvement goals, and design instruction and other services in the context of those goals. The team's work will proceed by consensus – decisions will be made through constituency consensus – and will provide for participation of all constituencies who share interest in the productivity of the school: teachers, administrators, support staff, parents, and students. In the event that a team is elected that is not representative of the school's enrollment (neighborhoods, racial, ethnic, cultural), as well as the school's grade levels and program offerings, the team has the responsibility to take affirmative action steps immediately to correct under-representation. Such steps may include, but are not limited to, adding members to the team by consensus, designating seats for representatives of certain groups and seeking assistance from the School-Based Planning Steering Committee, District departments, community groups, and others.

Because the planning team serves as the school's unit of shared governance and accountability, each school will have a fully constituted team functioning throughout the year. Members who are elected are encouraged to make a minimum commitment to serve for one year.

## III.    Authority and Responsibility

The School-Based Planning Team is more than advisory in nature. It is a deliberative, decision-making body whose focus will be directed towards instruction, curriculum, and support for student learning, rather than school

operations. The following premises define the parameters within which the planning team functions:

- The planning team is charged with the work of School Improvement Plans/Comprehensive Education Plans, empowered to make decisions and shape programs that will strengthen the education provided to students and lead to meeting the Superintendent's Annual Goals. The team's work shall be guided by research on School Improvement Plan/Comprehensive Education Plan, empowered to make decision, and shape programs that will strengthen the education provided to students and lead to the highest standards of achievement. The team's work shall be guided by research on school effectiveness and characterized by innovation, restructuring of conventional approaches, and the most effective practices.

- Each school or team within a school (e.g., house, cluster, school-within-a-school) shall negotiate with the District School Improvement Plan/Comprehensive Education Plan Review Team, an agreement on baseline data, improvement goals, and improvement strategies, as well as on the additional resources, support, and conditions that may be indicated. The School Improvement Plan/Comprehensive Education Plan which identifies the priorities and values of a school based on a needs assessment shall be an on-going plan, reviewed, and upgraded annually that is binding for all parties. The plan will and should include a commitment to make annual progress reports to the school community, consisting of reviewing all

actions in the CEP as well as school results to meet the Superintendent's goals.

- While leadership can and school emanate from anyone on the team, the principal retains both the authority and the responsibility for leading the school, which includes creating an environment that supports teaching and learning.

- Each member of the team serves as an equal partner in the team's deliberations, decisions, and activities. Each member should approach the work of School Improvement Plan/Comprehensive Education Plan with a sense of ownership for all students and a commitment to all students' success.

- Once an individual agrees to be elected to the planning team, it is his/her responsibility to carry out the work of School Improvement Plan/Comprehensive Education Plan by participating fully in the team's discussion, deliberations, and activities. Participation in the work of the team is a manifestation of commitment to the welfare of students.

- The planning team is empowered to act on behalf of the school when its decisions and actions are consistent with Board policy, legal mandates, and contractual language (unless waivers are granted), and are supported by a majority of each constituency represented on the team (constituency consensus). Although the authority of the planning team as a whole has the responsibility to consider and involve individuals and constituencies who will be affected by its decisions, whether or not those individuals are formally represented on the team.

- Since the Board, in setting policy, establishing regulations, and entering into contractual agreements, has delegated certain authority and responsibilities to planning teams, each team must establish, by consensus, specific procedures to resolve any impasse that would prevent it from carrying out its charge and responsibilities. School Impasse procedures and any subsequent amendments must be filed with the Office of the Superintendent. They will be reviewed by the Executive Committee of theSchool-
  Based Planning Team Steering Committee. School-Based planning teams are expected to review their impasse procedures annually, not only to inform newly elected team members, but also to determine if any changes are needed.
- In developing its strategies for improvement, the team shall be accountable for equity in the internal distribution of resources; adopting school policies that reflect professional knowledge; establishing means by which staff can continually gain more knowledge; creating problem-identification and problem-solving processes that continually assess and modify its own practices; and responding to the concerns and ideas of parents, students, and staff.
- Recognizing that the empowerment of the team is highly dependent on the stability, knowledge, and interactive skills of its members, individual schools have the responsibility for providing orientation and ongoing training of members, developing procedures that minimize excessive turnover in membership, and providing all members, particularly parents and students, with

District support and access to information they need to make informed decisions and participate as equal partners.

- As a measure of accountability, all planning team meeting are open to members of the school community (except when confidential matters such as personnel are discussed) and members are responsible for seeking input from and reporting back to the constituencies that they represent on a regular basis.
- As a microcosm of the school community and as its primary representative body, the school planning team has the responsibility to model and incorporate into its decisions and operations the spirit of reform and values as articulated in Board policy (e.g., Values Policy, Parent Involvement Policy, School Based Planning) and represented in the other strategic initiatives indicated in the four key result areas of the District's Strategic Plan 2002-2013.

## IV.    Representation

The District recognizes and adopts the definition of essential constituencies as specified in Section 100.11 of the Regulations of the Commissioner of Education in the document entitled "Information Regarding the Commissioner's Regulations Concerning School-Based Planning and Shared Decision-Making." It further expands those constituencies as noted below.

- Administration: The principal serves as chairperson of the team and may choose other individuals as part of the administrative constituency after consulting with the administrators in the building. This process is established through the administrative bargaining unit.

- Non-Teaching Employees: While not required, non-teaching employees will participate by formula following a formal expression of their wish to be represented or in such cases where decisions might be made that would directly affect them.
- Paraprofessionals: While not required by sect 100.11 of regulations of the Commissioner of Education, paraprofessionals have the right to participate on all School-Based Planning Teams and vote on all issues pertinent to terms and conditions of their work, including matters of instruction that involve paraprofessionals.
- Students: The student government in each high school will establish an election process that enables all students to participate in an election of two representatives to the school's planning team. To provide continuity, students are encouraged to elect at least one representative who will not be graduating that year. If students elect representatives to teams varying lengths (e.g., one-year terms), at least one seat on the team must be available for election each year. Parents: The Board recognizes the essential role that parents play as leaders and partners in our schools and in shared decision-making at each site. Recognizing that the language and intent of the Department of Education's regulations, 8 NRCRR Section 100.11, is to ensure diversity of interest on School-Based teams, and to prevent conflicts of interest, the Board of "Education determines that no employee of the district or of an administrators' or teachers' bargaining unit shall be eligible to serve as a "parent member" on any School-Based planning team.

The following premise shall guide the role of parents in School-Based planning.

- Parents are involved in all aspects of the decision-making process as equal partners of the School-Based Planning Team.
- All parents in the school must have an opportunity both to nominate candidates for election and to vote for those who will represent them. The parent organization(s) will establish a formal process for electing parent representatives to the planning team. Each team must have no less than three and no more than five parent representatives. Each school will hold an election of parent representatives to its School-Based Planning Team annually. In schools where parents are elected to terms of varying length (e.g., one – and two-year terms), at least one seat on the team must be available for election each year.Parent representatives shall be responsible for communicating with their constituents and for representing parent opinions on the planning team.
- Parents will work with school leadership to ensure that sufficient support is given to facilitate parent-to-parent communication regarding matters discussed and agreed to by the planning team.

## V.    Focus on Planning

The essential role and responsibility of the School-Based Planning Team is to decide how to educate the school's students. The team must accept responsibility to lead and influence others in the school community in a way that creates ownership, collaboration and support for the school's mission, vision, and goals. Team

actions in the school should unite the team in its efforts to improve student achievement.

The School Improvement Plan/Comprehensive Education Plan provides the strategic, short-range directions for schools, consistent with the District's Mission, Vision, Goals, Beliefs and Practices.

Each school will develop a School Improvement Plan/Comprehensive Education Plan that includes the following:

- Mission Statement
- A statement of the school vision that provides an inspiring image of what the school wants to be in the future.
- Person(s) responsible for leadership and timeframes for implementation.
- Measures of student and school performance including, but limited to, District specified performance measures.
- Annual improvement targets consistent with agreed upon accountability measures.
- Needs assessment that includes an analysis of the current state of the school relative to where it wants to go. The analysis is data driven.
- Improvement strategies to achieve progress toward goals and performance measures.
- School Improvement Plan/ Comprehensive Education Plan Goals in the following areas:

**Good First Teaching**
Create a school environment which encourages and enables our students to meet or exceed standards and become responsible, contributing citizens.

**Accountability for Each and Every Student**
Create an assessment model that holistically assesses each student's needs and learning strengths, and results in timely, prescribed intervention and acceleration strategies that are culturally sensitive and assure successful student outcomes.

**Engagement of Families and Community Partners**
Develop opportunities for families and community organizations to provide support and assistance to students and the school.

The School-Based Planning Team is a deliberative decision-making body whose focus will be directed toward instruction, curriculum, and support for student learning, rather than school operations.

## VI. Accountability

Our system of accountability is shared accountability in which expectations and standards are clearly defined; assessments are credible, measure true progress, and provide information to improve practice; triggers of support, assistance, and intervention are defined; and incentives to improve practice exist for individual educators (teachers, administrators, support staff), groups of educators (schools, small school units, primary unit, intermediate unite, houses, etc.), and others (parent, community, human service agencies, governmental institutions, and businesses).

In order to determine the effectiveness of the system of shared accountability, formative assessments and summative evaluations of School-Based Planning Teams will be conducted on a regular basis.

Further, the Rochester City School District and collective bargaining units recognize that schools or groups of educators within schools (small school units, primary unit and those accountable for

student achievement) are the essential indicator of progress.

Our commitment is to establish an accountability plan based upon four key principals:

1. Student academic achievement is the primary indicator of progress. Student growth and ability to meet learning standards will serve as the fundamental measure of school or school unit accountability.
2. Annual assessment of progress, including public reporting by each school or school unit, will occur.
3. Evidence of how school results have led to changes in the school's improvement plan must be reported annually.
4. Incentives, including resources to support effective practice and promising directions will be tied to school or school unit progress.

### VII. Policy Monitoring and Evaluation

The Superintendent has the responsibility to review the effectiveness of this policy with the Board of Education. Therefore, the Board of Education expects that formative evaluations be conducted routinely. Further, the Board strongly encourages the Superintendent to commission a comprehensive third party review once every three years beginning with the 2000-2001 school year, designed to measure both the effectiveness of the School-Based planning process, and the qualitative results of that process. A Steering Committee comprised of the various School-Based planning constituencies and the Superintendent of

Schools shall function as a decision-making body empowered to make adjustments, changes, and modifications in School-Based planning practice, procedure, and regulation consistent with this policy and contractual agreements. The Steering Committee's work shall proceed by constituency consensus. As such adjustments, changes, and the modifications are made; they shall be put in writing and communicated to School-Based Planning Teams.

### VIII. Student Outcomes and Annual Assessment of Progress

The annual progress reporting on all aspects of school performance would include, but not be limited to, the following achievement measures and measures of school quality:

- Measures in state ELA and math test, including:
- Percent of students expected to perform at the next grade level without additional support.
- Progress/growth of cohort groups over a 2-3 year period.
- Feedback from receiving school.
- Percent of students who take and, where applicable, pass District, State, Regents, and national exams, including other authentic measures of student performance.
- Portfolios with evidence of strong accomplishments in writing.

In addition to student achievement measures, we recognize the importance of indicators of school quality that must be included in an assessment of progress. Such school quality indicators will include but not be limited to:

- Parent involvement, including evidence or direct parent impact on the

educational process and evidence of staff connection/outreach to the parent/home.

- Customer satisfaction, including evidence of satisfaction with the quality of the educational experience, school environment and school/staff levels of responsiveness.

# IMPLEMENTATION GUIDELINES FOR SCHOOL BASED PLANNING

# Implementation Guidelines for School-Based Planning

The Mission of the Rochester City School District and the Board of Education is to educate all of our students to high levels of academic achievement, and social, emotional, and physical development; to partner with families, caregivers, and the Rochester community to provide quality education in positive school environments; and to prepare all of our students to meet or exceed academic standards and to become life-long learners, productive members of the workforce, and responsible, contributing citizens.

School-Based planning, as it is envisioned in Rochester and referenced in the contractual agreement with the Rochester Teachers Association, encompasses more than planning; it emanates from the belief that the productivity of schools is critically dependent upon the degree to which members of the school community, especially teachers and parents, understand and share in the District's mission and program which shape their work with students. In this context, therefore, School-Based planning is understood to be the major component of School-Based management, a vehicle for effecting organizational change and educational reform in the City School District. See Commissioner's regulations 100.11 (Appendix A).

The Steering Committee on School-Based Planning was formed to provide definition to the process of School-Based planning and to determine the composition and function of School-Based teams. The Steering Committee is chaired by the Superintendent of Schools and is composed of representatives from central administration, elementary and secondary principals, the district's bargaining units (ASAR, BENTE, RAP, and RTA), and the Parent Advisory Council. In addition to monitoring the School-Based planning process, the Steering Committee continues to provide direction to the district in matters involving School-Based management.

The District's School-Based Planning Program is based on the Rochester Board of Education's Policy Statement on School-Based Planning and is supported by contractual agreements, New York State education law, research and sound educational practice.

## Purpose

The purpose of the guidelines that follow is to establish the parameters and expectations under which the District's School-Based Planning Program will operate. These guidelines provide accurate information to members of School-Based Planning Teams and have the full support and commitment of the Board of Education, the Superintendent of Schools, the Rochester Teachers Association, the Association of School Administrators and supervisors, Board of Education Non-Teaching Employees, Rochester Association of Paraprofessionals, Parent Council and Student Leadership Congress. Actions taken by

members of School-Based Planning Teams should be in accordance with the specifications set forth in the guidelines.

## The School-Based Planning Program

The goal of the District's School Improvement Plan/Comprehensive Education Plan Program is to engage staff, students, parents and other members of the community in a school development process that results in improved student performance. District-sanctioned planning teams are more than advisory in nature they are deliberative, decision-making bodies. Implicit in this statement, however, are three premises that further define the parameters within which planning teams function:

1. The principal will serve as the chair of the School-Based Planning Teams.
2. Principals retain both the authority and responsibility for creating an environment that supports instruction and for managing the day-to-day operation of their schools.
3. Planning teams are empowered to act in behalf of the school when their decisions and actions are arrived at by consensus, are consistent with Board policy, legal mandates and contractual language (unless waivers granted), and are supported by each constituency represented on the team.

## Team Responsibilities

The School-Based Planning Team is the unit of governance that has direct authority and responsibility for instruction which must include but is not limited to the following areas:

- Developing and implementing a School Improvement Plan/Comprehensive Education Plan for a well-integrated, comprehensive program that incorporates the elements of the Superintendent's Goals: good First Teaching; Accountability for Each and Every Students; Engagement of Families and Community Partners; Knowledge and Committed Educators and Staff; and Systems and Operations that Empower Schools and Students.
- Establishing the school's focus on curriculum and instruction consistent with the District benchmarks, including the selection of instructional materials; how to go about developing or revising instructional programs; and the kind and effectiveness of educational approaches /strategies to be implemented in the school.
- Reviewing the progress of all students including portfolio assessments, national, state and local achievement tests, and performance tasks and stages of development as a basis for developing the school plan.
- Support and encourage the Performance Appraisal Review for Teachers (PART), Summative Appraisal process.
- Engaging students, parents and all school staff in the school improvement process and communicating the school plan.
- Planning and approving effective professional development.
- Interviewing and filling vacancies in accordance with personnel policies and contractual requirements.

- Review school budget in conjunction with Building Committee.
- To approve job hiring applications.

To help make school protocols, practices, processes and/or procedures effective, the team will also decide:

- If and how subcommittees will be organized and operated in order to fully develop and implement the School Improvement Plan/Comprehensive Education Plan.
- How school practices will be monitored and aligned with the school's vision, mission and improvement strategies.

The School-Based Planning Team has further responsibilities as follows:

- To monitor and assess the implementation of the School Improvement Plan/Comprehensive Education Plan.
- To continually improve the quality and effectiveness of school planning and the School Improvement Plan/Comprehensive Education Plan.
- To notify the Office of the Superintendent and the Executive Steering Committee regarding issues or conditions that precludes compliance to the School-Based Planning Policy or guidelines.
- To ensure school-wide communication and support for the improvement of teaching and learning.
- To report school progress on an annual basis, including information on areas targeted for improvement in

the School Improvement Plan/Comprehensive Education Plan.

- To schedule parent conferences in February.
- To collaborate with the Building committee regarding budget issues per RTA contract.
- To approve professional development.
- To develop impasses procedures.
- To transmit names of team members the Executive Steering Committee via Office of Parent Engagement.
- To seek waivers as needed.

# Formation and Composition of Planning Teams

Each school will form a planning team that is operational throughout the year. Each school team shall be composed of constituencies such as administration, teachers, and parents (required). Refer to PAGE 4-5 for inclusion of BENTE and RAP bargaining units. In secondary schools, the team shall include students as a constituency.

Each constituency may set up terms of office of varying lengths for its representatives. Variable terms (one- and two-year terms, for example) are recommended to maintain continuity, ensuring that at least one seat is open for election each year. All constituencies are expected to elect members who are representative of the school's grade levels, departments and programs, as well as the neighborhood, racial, ethnic and cultural composition of the school's enrollment. Constituencies are encouraged to synchronize the time that elections are held to minimize the loss of continuity that results from turnover in team membership throughout the year. In the

event that a team is selected that is not representative, the Executive Steering Committee will work with the various constituencies of the school community to develop a plan to correct any inequities.

Each constituency shall choose its representative on the planning team, according to the following guidelines:

- **Administrators**:  The principal serves as chairperson of the team. He/she may choose individuals (of any type and number) to join the administrative constituency as the principal's designees. In deciding how many and whom to add, the principal is expected to consult with and represent the administrators in the school.
- **Teachers**:  Teachers, including those who are part-time or itinerant, are eligible for election to their school's planning team. The process of election will be specified by the Rochester Teachers Association.  The number of teachers will be determined by adding one to the total number of all other members selected for the team.
- **Parents**:  All parents in the school must have an opportunity both to nominate candidates for election and to vote for those who will represent them.  The parent organization(s) will establish a formal process for electing parent representatives to the planning team. Each team must have no less than three and no more than five parent representatives. Each school will hold an election of parent representatives to its School-Based Planning Team annually.  In schools where parents are elected to terms of varying length (e.g., one – and two-year terms), at least one seat on the team must be available for election each year.

- Parents may also have a process for appointing alternates to the SBPT. Alternates can be appointed by the parent body to act in the absence of the elected representative.  If an elected parent representative is absent or no longer able to participate, the parent constituency can designate an alternate to participate in the representative's absence. Unless and until they are designated to sit in place of an absent parent representative, alternates have no authority to participate as SBPT members.
- Recognizing that the language and intent of the Department of Education's regulations, 8 NRCRR Section 100.11, is to insure diversity of interest on School-Based teams, and to prevent conflicts of interest, the Board of Education determines that no employee of the district or of an administrators' or teachers' bargaining unit shall be eligible to serve as a "parent member" on any School-Based Planning Team.
- Each candidate for election must be the parent or guardian of a student in that school. Once elected, a parent representative may serve his or her full term of office as long as he or she has a child attending the school. Once a parent representative's child graduates or leaves school, the parent may continue on the team for up to six weeks until new elections are held.  In the case of a parent representative whose child graduates or leaves school in June, the parent group may allow the parent to serve on the team throughout the summer until new elections are held, but in no event may this parent service beyond October 15.

- **BENTE:**  Although BENTE employees are not required to elect representatives to planning teams, in schools where 75% of the full-time BENTE employees wish to be formally represented (rather than ad hoc), they will be granted membership on the team upon submission of such request to the team's chairperson.The BENTE employees in a school shall choose their representative(s) by election according to this formula:

1. Schools with 1 to 25 full-time BENTE employees may elect one representative to the planning team. Upon election, the team will decide whether to add this individual to one of the existing constituencies or to create a separate constituency. Regardless of the constituency to which the BENTE representative is added, this individual may act as a separate, decision-making constituency whenever the planning team deliberates and makes decisions that directly affect BENTE members or the terms and conditions of their employment.

2. Schools with 26 or more full-time BENTE employees may elect one or two representatives to the planning team. When two representatives are elected, they will form a separate decision-making constituency unless they agree to be included in an alternative manner. Regardless of how they are included, these representatives have the right to act as a separate, decision-making constituency whenever the team deliberates or makes decisions about matters directly affecting BENTE

employees or the terms and conditions of their employment.

In schools where BENTE employees have not requested formal membership on the planning team, BENTE members in that school or work site shall have the right to choose representatives to the team whenever the team discusses or decides matters that affect BENTE members or the terms and conditions of their employment. In addition, they have the right to serve on any committee formed to interview and recommend candidates to fill a vacancy in the principalship. BENTE members may choose one representative to the planning team in schools with 1 to 25 full-time BENTE employees and two representatives in schools with 26 or more full-time employees.

These BENTE employees will act as a separate, decision-making constituency, and will serve on the team on the ad hoc basis until discussion and deliberation of matters affecting BENTE members or their work are concluded.

On teams that have already expanded their membership to add BENTE representatives to one of the existing constituencies (parents, teachers, administrators, students), BENTE representatives have the right to act as a separate decision-making constituency whenever the team discusses or decides matters that affect BENTE members or the terms and conditions of their employment. It is understood that whenever a team has, or wishes to have, a greater number of BENTE members

than the above provisions specify, the team has the right to do so by constituency consensus. Additionally, in the event there is only 1 BENTE Member at the school, they have the right to be on the team. However, if the 1 BENTE Member chooses not to participate, the Team would not be out of compliance.

- **RAP:** Paraprofessionals have the right to participate on all teams and vote on all issues pertinent to terms and conditions of their work, including matters of instruction that involve paraprofessionals. In the event there is only 1 RAP Member at the school, they have the right to be on the team. However, if the 1 RAP Member chooses not to participate, the Team would not be out of compliance.

  1. Paraprofessionals may act as a separate decision-making constituency in situations that impact their terms and conditions of work.
  2. RAP is entitled to two representatives unless the number of paraprofessionals exceeds 20, in which instance they shall be entitled to three.
  3. The teacher constituency may, but does not have to, expand their representation commensurate with the representation formula.

- **Students:** The student government in each high school will establish an election process that enables all students to participate in an election of two representatives to the school's planning team. To provide continuity, students are encouraged to elect at least one representative who will not be

graduating that year. If students elect representatives to teams varying lengths (e.g., one-year terms), at least one seat on the team must be available for election each year.

- **Others:** These regulations allow for the inclusion of any individual by consensus of the team. Once constituted by the guidelines described above, the team should discuss, on an annual basis, whether it has sufficient representation from all groups whose perspectives and expertise are needed to bring about School Improvement Plan/Comprehensive Education Plan. If the team determines that there is insufficient representation, members may be added by consensus to serve either for a specified term or on an ad hoc basis. When adding members to the team by consensus, the team may add them to an existing constituency with the constituency's approval.

Teams are encouraged to use this provision to include individuals from business, industry, higher education, agencies and community groups to serve as resources to the team. When a team adds members by consensus, there need not be a corresponding increase in the teacher constituency.

## Team Decision-Making
- Decisions will be made by constituency consensus, which means that for a proposal, each constituency has one vote and all three groups (four groups in the high school) must agree in order for the proposal to go forward.
- A quorum from each constituency group must be present to make a team decision.
- Decisions made by the School-Based Planning Team must emphasize instruction and be in concert with the School

Improvement Plan/Comprehensive Education Plan.

## Team Validation

The Office of Parent Engagement has the responsibility to maintain the membership list of all planning teams and validate the legitimacy of members serving on them. Each School-Based Planning Team must submit a list of members by October 15 of each school year. In the event that there is a challenge of the legitimacy of any member, the Office of Parent Engagement will contact the president of the appropriate bargaining unit and/or appropriate parent council who will investigate and resolve the matter.

## Team Operations (Ground Rules)

- Each constituency governs itself and sets guidelines for its members. Each constituency may determine the following:
    - Time and manner of election of its representatives to the planning team.
    - Length of the term of service of its representatives (understanding that planning team representatives are expected to make a minimum one-year commitment to serve on the team).
    - Whether to elect alternates.
    - Process for filling vacancies that occur mid-year.
    - Size of their quorum.
    - Whether to accept into the constituency members added to the team by consensus.
    - Process for recall or removal of a representative(s) is absent.
    - Procedures for bringing a topic up for discussion and vote i.e., Roberts Rules of Order.

- Each constituency represented on the team must have the opportunity to contribute to the development of all meeting agendas. Final approval of the agenda rests with the team as a whole. School-Based Planning Teams also have responsibility to establish a process that allows all members of the school community to suggest items for the agenda.

- Minutes of School-Based Planning Team meetings and requited (revised minutes) must be posted on the school website or in the office in a timely manner. Each constituency representative is responsible for disseminating the minutes to their members. Minutes of the meeting shall be used to record decisions of the team.

- At the beginning of each school year, the planning team must determine the following:
    - Time, place, length, frequency and procedures for cancellation of meetings, as well as scheduling of special meetings. When a consistent time for meetings is not possible, a rotating time schedule is recommended in order to allow members from each constituency to participate.
    - Whether a quorum is needed to take action or make actions.
    - Manner of recording and disseminating minutes to meetings.
    - Rules of order, meeting guidelines / ground rules and impasse procedures.

o Extent of participation of alternates at meetings at which all elected members are present.
o Selection of team members for particular roles (e.g., facilitator, recorder, timekeeper, process guide).
o Manner in which visitors and non-team members may address the team or participate in team meetings.
o Anything else not specified is prohibited by the Board's Policy on School-Based Planning, other policies or regulations, constituency rights or contractual agreements may be determined by a constituency consensus vote of the team.

## Impasses Procedures

Each School-Based Planning Team must establish a process for responding to an impasse. Impasse procedures must be reviewed, accepted or revised through constituency consensus and filed in the Superintendent's Office and posted on the District's website by October 30th of each year.

The impasses procedures that follow will serve as a model to guide School-Based Planning Teams and will be in effect, in the event that the team does not establish a process of responding to impasse.
In instances where an impasse appears to be due to the intentional action of an individual School-Based Planning Team member or constituency to disrupt or block the work of the team (e.g., constituency boycott, absenteeism to prevent a sufficient quorum,

etc.), the School-Based Planning Team shall take the following steps:

1. The School-Based Planning Team will contact the constituency to determine:
   a. Whether they are taking an intentional action.
   b. The reasons for their absence or nonparticipation.

   The School-Based Planning Team will document in writing and record in School-Based Planning Team minutes all contacts with and communications both to and from nonparticipating members. In addition, nonparticipating members will be given the opportunity to state in writing, if they so choose, the nature of and reasons for their nonparticipation.

2. If the School-Based Planning Team is notified or determines that a constituency or individual members are deliberately absent or refuse to participate in School-Based Planning Team meetings, participating School-Based Planning Team members shall take the following steps:
   a. Ask (in writing) nonparticipating members to state (in writing) what actions or measures (redress), in their opinion, need to be taken to resolve the impasse and restore their participation. This step will be taken within one week of the determination that an impasses exists.
   b. Meet with nonparticipating members to understand and

discuss the redress that will make the aggrieved members "whole." Once the redress is understood, the School-Based Planning Team will make every reasonable effort to resolve the impasse (e.g., seeking assistance from a facilitator or mediator, requesting intervention from the leadership of the nonparticipating members' constituency or union).

3. If the School-Based Planning Team cannot resolve the impasse after the above measures have been taken, the participating School-Based Planning Team members are authorized to meet, conduct business and make decisions in the absence of the nonparticipating members as soon as the School-Based Planning Team has taken these final steps:

   a. Notified the leadership members in writing that the School-Based Planning Team will precede without them.

   b. Notified the leadership of the nonparticipating members' constituency in writing that the School-Based Planning Team is conducting business without a full complement of the representatives to which they are entitled.

   c. Notified the Office of Parent Engagement and the District's Superintendent that the School-Based Planning Team is

operating without the participation of all members.

4. It is so important that all constituencies be adequately represented and participate fully on the School-Based Planning Team that the team hereby commits itself to continue to make every reasonable effort to bring the absent members or constituency back to the table even after the decision has been made to conduct School-Based Planning Team business without them.

5. On a monthly basis the SBPT will in writing notify the SBPT Steering Committee of ongoing efforts to bring back absent constituent members.

## Request for Assistance

• School-Based Planning Teams may request assistance from the Office of the Superintendent via the Office of Parent Engagement or the appropriate bargaining unit/parent representative council. The process for providing assistance to School-Based Planning Teams is as follows:

**Step One**: Contact the Office of Parent Engagement or the appropriate bargaining unit/parent representative council.
1. If the situation is satisfied within ten business days, process ends.
2. If problem is not resolved within ten business days, to step two.

**Step Two**: Consult with Chief of Youth Development and Family Services or the Deputy Superintendent of Teaching and Learning.
1. If situation is satisfied within twenty business days, process ends.

2. If problem is unresolved within twenty business days, go to step three.

Step Three: Place on the agenda of the Executive Steering Committee, which will make the final decision within thirty days.

## Variance/Waiver Processes

Application/request for waivers should be made under the following circumstances:

- Variation or change from District regulations, procedures and/or Board policies.
- Variation or change from State/Commissioner's regulations and/or requests for Innovative Program waivers.
- Variation or change from contractual requirements.

### Process for Requesting Waivers

1. Applications requesting waivers from District requirements should be made on the standard District Request for Waiver application form.
2. Applications requesting waivers from State/Commissioner's Regulations should follow the requirements as described in the attached application procedures for Part 100 Variances and Part 200 Innovative Program Waivers.
3. All waivers regarding District or State/Commissioner's Regulations should be sent to the Office of School Innovation.
4. Waivers from contractual agreements are subject to procedures approved by the respective bargaining unit. The procedures that follow have been approved by the Rochester Teachers Association (RTA):

a. The proposal for modifying the contractual agreement must be supported by the School-Based Planning Team using the constituency consensus process. Only modifications that affect members at a specific site may be dealt with through this procedure.

b. Copies of the written proposal must be made available to all teacher unit members at least five school days prior to a faculty vote on the proposal. At least one open meeting must be held to permit discussion of the proposal. Teacher members of the School-Base Planning Team must be available to explain the proposal, answer questions and hear comments from the staff. Balloting on the proposal may be postponed until questions are answered. The RTA President or his/her designee will attend the meeting to be available to respond to questions from staff.

c. The proposal must be limited to a specific school year or specific event during one school year. Proposals for modifying the contract must be subject to this process annually (or more frequently, if appropriate).

d. In secret balloting conducted by the RTA Faculty Reps, 80 % or more of the RTA teacher unit members must vote in support of the proposal in order for it to be

passed. Every effort must be made to provide ballots to all teacher unit members of RTA.

e. The results of this process must be communicated in writing to the RTA President within three days of the balloting and at least three days prior to implementation.

f. Contract modifications made through this process shall expire on the date specific within the proposed modification or on June 30th of the school year in which they occur, whichever comes first.

g. Failure to follow these procedures will be subject to the grievance process.

5. The Office of School Innovation will facilitate the processing of each request and will also provide schools and appropriate Central Office staff official notification on the status of the waiver.

## Standards for Preparing and Presenting Waivers for Approval

1. Waivers must show a clear relationship between the regulatory relief requested and capacity to remove barriers to the attainment of greater improvement or excellence.

2. Where those requesting a waiver are "School-Based," the waiver should show a direct relationship to the goals of the School Improvement Plan/Comprehensive Education Plan.

3. Waivers may not request a "dispensation" from standards or accountability measures; rather they will meet or exceed all such standards. In addition, where alternative assessments are proposed to evaluate the effectiveness or impact of the waiver, there will be agreement among those who are accountable for implementing the policy. The alternative assessment procedures must be appropriate and as rigorous as those currently in use.

4. The waiver request must document the position (pro and/or con) of the School-Based Planning Team as a whole or as individuals.

5. The waiver request must document consultation with those who have a "stake" in the waiver, will be impacted by it and/or have some responsibility for implementing the provisions of the policy that the waiver will change, e.g., subject area directors, other Board Committees, and parents. This standard requires seeking out those who may be in opposition to the waiver so that the District/Board, in its deliberations, will have the perspective of both advocates and adversaries alike.

6. Waivers will be granted "without precedent" for a period of one year initially and must be evaluated and again requested (perhaps for more than one year) at the end of the trial period. In granting waivers "without precedent," it is understood that the District/Board reserves the right to invite others to replicate the waiver provided that certain conditions are met or to require that those wishing to replicate the waiver go through the waiver review process.

7. It is further understood that the District/Board, in granting a waiver from regulations/Board policy, makes no commitment to providing the resources that may be needed to implement the change that

the waiver allows. However, the Board is committed to using the waiver process to identify procedures that may need to be changed for the benefit of the District and expects that Central Office and others will support those who are granted waivers to reach the goals for which the Board Policy exceptions were approved.

Waivers from Board policy allow the request to come to the Board from schools with or without the approval of the School-Based Planning team provided that the waiver meets the consultation and involvement provisions described in Standards #4 and #5 above.

# RTA Contract Concerning School-Based Planning Pertinent Selections

## Section 4
## Procedures

Modification of the specific provisions of this agreement affected through the School-Based planning process shall be subject to procedures approved by the RTA Representatives Assembly. Decisions reached in accordance with this provision shall be binding on all unit members at that site.

## Section 10
## Education Reform

### School-Based Planning

The Board, the Superintendent and the RTA agree to cooperatively participate in the development of School-Based planning at each school location. District sanctioned School-Based Planning Teams at each school location will include teacher representation consistent with selection procedures developed in cooperation with the RTA.

### New School Units

The District and RTA agree to encourage the establishment of new, smaller school units and schools within schools. A multi-party work group shall be formed to identify issues and incentives, to provide support and access to planning expertise and to facilitate the process of enabling groups of educators to create more responsible school units. Issues to be addressed may include, but are not limited to, scheduling, staffing (transfers, certification, etc.), length/variation of school day and year, interaction with community agencies, community services activities, relationship to existing School-Based planning procedures, mandate relief, contract and policy waivers, etc.

The parties agree to work collaboratively to support the development and implementation of schools free from District and union regulations, modeled after Boston's "pilot schools."

## Section 15
## Work Year

1. The scheduled work year for members of the bargaining unit shall be no more than one hundred eighty-five (185) days.

## Section 20
## Parent-Teacher Conferences

It is recognized that some parent conferences may not be completed within the regular school day. There shall be four parent-teacher conference dates each year.

Two of the four parent-teacher conference dates shall be established as a site option by the School-Based Planning Team. One such conference shall be scheduled during February of each year. The conference may be scheduled during professional day or in the evening. Teachers who have no conferences with parents scheduled on an evening date may choose not to attend and shall so notify their principal no later than the end of the school day on that date.

## Section 24
## Vacancies and Transfers

School-Based Planning Teams will screen completed questionnaires and resumes and determine whom they shall interview. Teachers who are interviewed will constitute the ranked list of voluntary candidates for that school. Should SBP teams choose, they retain the right during the interview period to call in additional applications from those who had applied to the school by the end of the first semester.

## Section 47

## School Activities

School-Based Planning Teams may refer to rates for advisorships contained in Section 47 of the collective bargaining agreement in determining appropriate rates for levels of responsibility and time involved.

Funding levels for advisorships shall be reviewed by the Joint RTA/RCSD Labor Management Committee as they are developed to ensure that procedures have been followed and the intent of the agreement has been met.

In the event that a School-Based Planning Team does not allocate all funds available under this agreement by March 1 of each year, remaining funds shall be placed in a pool to be administered by the Labor Management Committee. Any funds remaining will be returned to the District's general fund at the end of the budget year.

School-Based Lead Teachers shall be expected to assume the following responsibilities:

1. Agree to accept assignments which meet school needs regardless of contractual/seniority rights. Such determination shall be made by the School-Based Planning Team and reviewed by the CIT Panel. The Lead Teacher will have the right to provide input to the CIT Panel as part of the review.
2. Agree to provide instructional leadership by facilitating/delivering professional development.
3. Model effective practice in his/her own classroom for building colleagues.
4. Agree to undergo professional practice review every third year or, for good reason, at the request of the CIT Panel.
5. Waive participation in existing teacher evaluation process.

6. Provide professional support to colleagues as indicated in Section 55 of this agreement.

## Section 54
## School Accountability

Rochester's accountability strategies for schools will build on and become the logical extension of the School-Based planning initiative. While the standards for student performance set by the Board of Education are district-wide, the approach to accountability for those standards shall be one that involves the schools in the development of the strategies, terms and goals for which they are held accountable.

In developing these strategies, each school shall be accountable for equity in the internal distribution of resources, for adopting policies that reflect professional knowledge, for establishing means by which staff can continually gain more knowledge, for creating problem-identification and problem-solving processes that continually assess and modify its own practices and for responding to parent, student and staff concerns and ideas.

Each school or a team within a school (House, Cluster, School Within a School) shall negotiate an agreement on the baseline data, the improvement goals and strategies, as well as the additional resources, support and conditions that may be indicated.

The negotiated agreement for School Improvement Plan/Comprehensive Education Plan shall be a multi-year plan which shall be binding on all parties. This plan will include a commitment to make annual progress reports to the school's community and constituencies.

The plan will be based on data collected by the District, State and School. It should include information such as school performance data and other factors that contribute to student performance, student mobility, teacher absenteeism, or any school-wide character education or behavior intervention programs, etc. School surveys and other alternative assessments will be used on a periodic basis as another means of data collection from students, staff, parents and community.

The data will be used as a basis for planning to improve student achievement, school climate and parent involvement.

The annual progress report shall include descriptive data on student performance for that year, adjustments in the needs assessment and multi-year plan and current status in meeting goals of the plan.

Each School-Based Planning Team's improvement plan shall serve as the initial basis for negotiating the progress toward district-wide standards set by the Board of Education. The plan will include a core of mandatory context indicators articulated in the District's guidelines for School-Based Planning Teams. Schools may propose additional goals and emphasis that are germane to their student population and to their individual circumstances.

Negotiations between each school and the Superintendent of Schools, or designee, may occur during the preceding spring semester but must be concluded prior to October 1 each year. (Schools identified as needing assistance through the State Education Department will be subject to the process required by the State.) Any negotiations not successfully concluded by the designated date shall be resolved through a mediation/arbitration process. The mediation/arbitration team shall be composed of one person appointed by the Superintendent of Schools, one person appointed by RTA and a third person representing parents/community selected by these two appointees from a list

developed by parent and community organizations.

The improvement goals negotiated by each school with the District shall constitute that school's target for the purpose of accountability, beginning with the 1991-1992 school year.

Schools that show improvement, student performances and school effectiveness will earn greater autonomy, flexibility, recognition and discretion in the use of resources. The design for the use of these additional resources will be determined by the schools themselves. The intent is to enable the schools to continue and expand their work with greater professional discretion.

# Section 58
# Shared Accountability

Our system of accountability is shared accountability where expectations and standards are clearly defined: assessments are credible, measure true progress and provide information to improve practice; triggers of support, assistance and intervention are defined and incentives to improve practice exist for individual educators (teachers, administrators, support staff), groups of educators (schools, schools-within-schools, primary unit, intermediate unit, houses, etc.) and others (parents, community, human service agencies, governmental institutions and businesses).

Further, the Rochester City School District and RTA recognize that schools or groups of educators within school (schools-within-schools, primary unit or intermediate unit) are the essential unit) are the essential unit of accountability and that student achievement is the essential indicator of progress.

The RTA and RCSD therefore commit to establishing a group or school accountability plan that is based upon four key principles:

1. Student outcomes are the primary indicator of progress. Student growth and meeting learning standards will serve as the fundamental measure of school unit accountability.
2. Annual assessment of progress, including public reporting by each school or school unit, will occur.
3. Evidence of how school results have informed and led to change in the school's improvement plan must be reported annually.
4. Incentives, including resources to support effective practice and promising directions will be tied to school or school unit progress.

## A. Student Outcomes and Annual Assessment of Progress

The annual progress reporting on all aspects of school performance would include, but not limited to, the following achievement measures and measure of school quality:

- Measures in language arts and math.
- Percent of students expected to perform at the next grade level without additional support.
- Progress/growth of cohort groups over 2-3 year period.
- Feedback from receiving school.
- Percent of students who take and pass District, Regents and national exams, including but not limited to SAT/ACT.
- Portfolios with evidence of strong accomplishments in writing.
- In addition to student achievement measures, the RTA and RCSD recognize the importance of indicators of school quality that must be included in an

assessment of progress. Such school quality indicators will include, but not be limited to:

- o Parent involvement, including evidence of parent direct impact on the educational process and evidence of staff connection/outreach to the parent/home.
- o Customer satisfaction, including evidence of satisfaction with the quality of the educational experience, school environment and school/staff levels of responsiveness.

## B. Linking Results to the School Improvement Plan/Comprehensive Education Plan

1. No later than the last <u>Wednesday in October</u>, all unit members will meet and review student work including, but not limited to, student portfolios, final exams and standardized test results in order to assess performance levels of the students they are teaching. Student achievement results shall be considered by staff in determining appropriate instructional strategies and emphases to improve student performance. The School-Based Planning Team shall determine the format of the annual meeting which may occur at grade level meetings, juncture meetings or department or cluster meetings. Teachers may use data from the process as a component of the PART process.
2. The annual public reporting by each school or school unit will describe how the school's results have informed the school and led to changes in the school's improvement plan.

## C. Incentives Linked to School or School Unit Progress

Schools or schools-within-schools demonstrating progress will receive greater autonomy, flexibility, recognition and discretion in the use of resources.

## D. Governance

Governance shall be provided by an Executive committee of the School-Based Planning Steering Committee, comprised of the Superintendent or designee, bargaining unit Presidents or designees, parent representative and student representative. The Rochester City School District's Categories of School Accountability per state and federal (NCLB) regulations:

**In Good Standing**
The school is not required to engage in School Improvement Plan /Comprehensive Education Plan activities.

**School In Need of Improvement (SINI):**
Schools which fail to make adequate yearly progress (AYP) for two consecutive years in the same subject and grade.

**SINI (Year 1):**
Within three months of identification, the school must develop a two-year School Improvement Plan/Comprehensive Education Plan that includes:

- School choice to all students as provided under NCLB.
- Incorporating strategies using scientifically based research to

strengthen core academic issues that caused the school to be identified.

- Spending the equivalent of at least 10% of the schools title I allocation received on high-quality professional development.
- Providing written notification to parents.
- Developing strategies to promote parent involvement.
- Incorporating a teacher mentoring program.

**SINI (Year 2):**
Provide supplemental educational services to eligible low-income students and all of the above requirements for a school identified SINI (Year 1).

**Schools in Corrective Action (SICA) or Restructuring:**
The school was a SINI school and failed to make AYP in one or more areas which it was identified as a SINI school or the school was a SICA school and failed to make AYP on one or more areas for which it was identified as a SICA school.

**SICA (Year 1):**
The school must meet all of the requirements of SINI (Year 2), plus the District must take at least one of the following corrective actions:

- Provide annual notification of SURR status to parents.
- Have the school district develop and implement a Corrective Action Plan.
- Have the school develop and implement a Comprehensive Education Plan.

SURR schools that fail to achieve specified performance benchmarks established by the Commissioner are subject to revocation of registration and closure.

# Q&A

# THE ROLES AND FUNCTIONS OF A SCHOOL-BASED PLANNING TEAM

## 1. WHY SCHOOL-BASED PLANNING?

School-Based Planning represents the shift of decision-making authority from school districts to individual schools. Teams of administrators, teachers, paraprofessionals, support staff, parents, students and community members are empowered to make decisions regarding instructional program of the school. This is referenced in Section 100.11 of the Regulations of the Commissioner of Education.

## 2. WHAT IS THE PRIMARY FOCUS OF THE SCHOOL-BASED PLANNING TEAM?

According to the Policy set by the Rochester City School District's Board of Education, School-Based Planning Teams must focus on improving student performance and meeting the targets set in the School Improvement Plan/Comprehensive Education Plan accordance with the District's performance benchmarks. Issues unrelated to student improvements are not the responsibility of the School-Based Planning Team (e.g., parking, maintenance of grounds, copier, etc.).

## 3. WHO MAKES UP THE DISTRICT-WIDE SCHOOL-BASED STEERING COMMITTEE?

The District-wide School-Based Steering Committee is made up of the superintendent and his/her designee(s), presidents and representatives of the District's collective bargaining units (ASAR, BENTE/AFSCME, RAP AND RTA), and the District Parent Advisory Council Members.

## 4. WHAT IS THE ROLE OF THE DISTRICT-WIDE SCHOOL-BASED STEERING COMMITTEE?

In April 1988, the Steering Committee on School-Based Planning was formed to provide definition to the process of School-Based Planning and to determine the composition and function of School-Based teams. This committee also provides direction to the District in matters involving School-Based planning and provides assistance during an impasse and appeals process.

## 5. WHO SERVES ON THE SCHOOL-BASED STEERING EXECUTIVE COMMITTEE?

The School-Based Steering Executive Committee is made up of the superintendent, the presidents of each collective bargaining units (ASAR, BENTE/AFSCME, RAP AND RTA), and the District Parent Advisory Council Members.

**SCHOOL-BASED PLANNING TEAM MEMBERS**
**Membership and Election**

## 6. WHO MAKES UP A SCHOOL-BASED PLANNING TEAM?

- The Rochester City School District SBPT is composed of parents, teachers, paraprofessionals, administrators, support staff, and students (at the secondary level only).
- Support staff are strongly encouraged to be a part of a team as stated in the Rochester City School District Guidelines for School-Based Planning, "Formation and Compositions of Planning Teams."
- If agreed upon by all constituencies, a member of the school community may be included as a member of the team.

- Diversity of School-Based Planning Team membership is encouraged.

## 7. HOW ARE MEMBERS OF THE SCHOOL-BASED PLANNING TEAM ELECTED?

**Parents:**
- Election process will take place annually and must be completed by mid-October.
- Term of office will be at least one year. Terms may be staggered for continuity on a team.
- The election will be held at a regularly scheduled parent meeting.
- <u>School-Based Planning Teams shall have no less than three and no more than five parent members.</u>
- Parent representatives will be elected by parents, under the leadership of the PTA and/or parent organizations of the individual school. If no parent group exists, the Office of Parent Engagement will assist parents in the school.
- Parent representatives must have a child in the school and cannot be an employee of the District.
- The parent constituency must be representative of the cultural diversity of the parent population at the school.
- Parents will have the same decision-making role as other constituent bodies that makeup the Team.
- Alternates may also be selected to act in the absence of the elected representative.
- Parents may also be elected to serve on subcommittees. SBPT and PTA/PTO parents will make every effort to involve parents in as many aspects of the school as possible.

**Teachers:**
- While an election must take place each school year, representative may serve more than one year.
- Members of the teacher constituency will be elected by their peers.
- All teachers are eligible for election. The process for election is in accordance with the teacher unit RTA collective bargaining agreement.
- The number of teachers will be determined by adding one to the total number of all other members selected for the team.
- RTA Faculty representative(s) will determine when the election process will begin after consulting with the constituency at-large.
- Names should be posted in the school and sent to the Rochester Teachers Associate and to the District's Parent Engagement.
- Every attempt will be made to have diverse representation on the Team.

**Paraprofessionals:**
- Elections for representatives to School-Based Planning Teams will take place annually.
- Term of office will be at least one (1) year and may be staggered for continuity.
- The elections will be conducted during a regularly scheduled building-level meeting.
- Representatives to School-Based Planning Teams will be elected by RAP members at each school.

- If no RAP members sit on the School-Based Planning Team, the RAP Office will assist in representing RAP members.
- Alternates will also be elected as stated above.
- Buildings with less than 20 RAP members may have two (2) RAP members elected to School-Based Planning Teams, buildings with 20 or more may elect three (3).

**Administrators:**
- The Principal will be a member and serve as chairperson of the team.
- Other representatives may be appointed by the principal.

**Support Staff:**
- BENTE employees are not required to elect representatives to planning teams but will be granted membership on the team.
- BENTE employees in a school shall choose their representative(s) by election based on the number of employees at the school site. (see RCSD Guidelines for School-Based Planning, "Formation and Composition of Planning Teams.")
- In a school where there is no BENTE membership on a team, BENTE employees shall have the right to choose representatives to the team whenever the team discusses or decides matters that affect BENTE members.
- BENTE members have the right to act as a separate decision-making constituency when matters that are discussed (which or that) affect BENTE employment/contract.
- In a BENTE member is not elected at the school site, the selection of the

representative shall be at the sole discretion of the bargaining unit.

**Students** (at the secondary level only):
- Student representatives are selected by a student government election in the fall of each year.

**Community:**
- Elected by consensus of the team. (see next question)

**8. CAN A TEAM EXPAND MEMBERSHIP TO INCLUDE OTHER MEMBERS FROM THE SCHOOL COMMUNITY?**

Yes. Members of a School-Based Planning Team can decide to include members from the community. The team will decide by consensus to expand the team and include other members. The team will also include other members. The team will also decide whether new members constitute new constituencies or are incorporated into an existing constituency.

Teams are encouraged to use this provision to include individuals from business, industry, higher education, agencies and community group to serve as resources to the team. The team may determine that the expansion to include other members will not result in a concomitant increase in the teacher constituency, provided that all constituencies agree.

**9. WHAT IS THE PRINCIPALS' ROLE ON THE TEAM?**

The principal's role, in relation to the team, is first and foremost that of chairperson. In this capacity, the principal is responsible for overall team leadership. This includes providing the meeting place, any necessary materials and

information pertinent to the tasks the team undertakes. The principal also serves as the contact person for the team and the conduit between the team and the District and community at large.

# ACCOUNTABILITY

## 10. FOR WHAT IS THE SCHOOL-BASED PLANNING TEAM ACCOUNTABLE?

The School-Based Planning Team must develop a School Improvement Plan/Comprehensive Education Plan that is reviewed and updated on an annual basis, and binding on all parties. All constituent groups will be part of the development of this plan. The plan should reflect District policies and district-wide standards set by the Board of Education. The School Improvement Plan/Comprehensive Education Plan should include a needs assessment, goals in measurable terms, strategies to enable the school to reach the goals, and monitoring and evaluation process.

**Town Meeting:** Each school will be accountable for making an annual progress report including the New York State Report Card to the school's community and all constituencies.

# SCHOOL IMPROVEMENT PLAN /COMPREHENSIVE EDUCATION PLAN

## 11. WHO DEVELOPS A SCHOOL IMPROVEMENT PLAN /COMPREHENSIVE EDUCATION PLAN?

The Team develops and implements a School Improvement Plan/Comprehensive Education Plan that incorporates the Critical Levers of the District's Strategic Plan 2009-2013: Good First

Teaching; Accountability for Each and Every Students; Engagement of Families and Community Partners; Knowledge and Committed Educators and Staff; and Systems and Operations that Empower Schools and Students. The direct authority and responsibility for instruction resides with the team. The Plan will establish the school's focus on curriculum and instruction, consistent with the District's Benchmarks.

## 12. WHO REVIEWS A SCHOOL PLAN?

Plans are public documents and reviewed centrally by the Deputy Superintendent of Teaching and Learning, Zone Chief's and the Office of Youth Development and Family Services.

## 13. IS A TEAM REQUIRED TO REPORT PROGRESS?

Yes. A Team has the responsibility to report school progress on an annual basis, including information on areas targeted for improvement in the School Improvement Plan/Comprehensive Education Plan. The school's New York State Report Card information must be presented to the public. The Office of Parent Engagement will monitor that SBPT's will schedule school-wide community meetings, to include teachers, administrators and parents by Dec. 1. Status will be presented at the December Executive SBPT Meeting.

## 14. WHAT IF A SCHOOL-BASED PLANNING TEAM DOES NOT DEVELOP AND/OR APPROVE A SCHOOL IMPROVEMENT PLAN /COMPREHENSIVE EDUCATION PLAN?

If a School-Based Planning Team does not write a plan or if the team does not reach consensus on a plan, the chairperson will refer the situation to the Executive School-Based Planning Steering Committee for review and action.

## 15. WHAT IS THE DISTRICT'S ACCOUNTABILITY SYSTEM?

The Rochester City School District accountability system consists of four categories of school accountability based on New York Education Guidelines, and NCLB legislation.

**Categories of School Accountability**

**In Good Standing:** The school is not required to engage in School Improvement Plan/Comprehensive Education Plan activities.

**School In Need of Improvement (SINI):** The school fails to make adequate yearly progress (AYP) for two consecutive years in the same subject and grade.

**Schools in Corrective Action (SICA) or Restructuring:** The school was a SINI school and failed to make AYP in one or more areas for which it was identified as a SINI school or the school was a SICA school and failed to make AYP on one or more areas for which it was identified as a SICA school.

**Schools Under Registration Review (SURR):** These schools are farthest from state standards and most in need of improvement. SURR schools are subject to state mandated interventions.

**APPEALS PROCESS**
Teams may appeal the decision. All appeals should be made to the Office of Accountability. Appeals shall be reported to the School-Based Planning Executive Committee for review and disposition.

## 16. WHAT ARE OTHER FUNCTIONS OF A SCHOOL-BASED PLANNING TEAM?

School-Based Planning Teams may participate in the Principal's Selection Process. Team members and other selected by the Team may also participate in the interviews of staff as part of the hiring and transfer process. The team will also set two dates for parent teacher conferences and oversee the professional development for the school. In conjunction with the building committee, the SBPT will review the school budget.

## 17. HOW DOES THE SCHOOL-BASED PLANNING TEAM MAKE DECISIONS?

Decisions are made by constituency consensus. All groups (parent, paraprofessionals, teachers, administrators, students at secondary level) (and BENTE members when applicable) must agree.

## 18. WHAT IS CONSTITUENCY CONSENSUS?

- General discussion and clarification of the issues takes place by the team as a whole.
- After discussion of the issue, the facilitator restates the proposal and asks for general agreement.
- If even one constituency disagrees, and, further team discussion does not produce consensus, each constituency then has the option to caucus to discuss the proposal on the table.
- Within each caucus, the individual constituency discusses the proposal and determines that constituency's support or non-support for the action on the table.

- When the whole committee reconvenes, the facilitator asks each constituency what its position is regarding the proposal on the table.
- Each constituency has one vote which is recorded in the minutes.
- Within each constituency, decisions are made by majority agreement.
- All constituencies must agree for the team to pass a proposal.

## 19. WHAT DOES IT MEAN "TO CAUCUS"?

A constituency group will have appropriate opportunity to discuss privately an item on the table for a vote. Caucusing will help to reach a decision without disrupting the operations of the School-Based Planning Team.

## 20. DO ALL CONSTITUENCY GROUPS HAVE THE RIGHT TO CAUCUS?

Yes. The facilitator is obligated to provide this opportunity to each group. This right to assemble freely shall not be denied. Caucusing is a part of the decision-making process that will help in reaching decision rather than hinder the operation of a School-Based Planning Team.

## 21. MAY MEMBERS ON SCHOOL-BASED PLANNING TEAMS MEET WITH THEIR CONSTITUENTS?

It is their right and obligation. Unless there is frequent dialogue and communication with constituent groups, representatives on the team cannot accurately reflect the will of those whom they represent.

## 22. ARE STUDENTS ON THE TEAM VOTING MEMBERS?

Yes. Students of secondary School-Based Planning Team are a constituency. As such, they are part of consensus decision making.

## 23. ARE DECISIONS OF THE SCHOOL-BASED PLANNING TEAM BINDING OR JUST ADVISORY?

Unless they are in violation of school board policy and/or contracts with collective bargaining units, the decisions of the School-Based Planning are binding. The teams can seek waivers for decisions that would be in violation of Policy or contractual agreements. Copies of all waiver requests should be sent to the Office of the Superintendent of School the bargaining units to which they apply.

## 24. WHEN CAN A TEAM USE A WAIVER PROCESS TO PROMOTE INNOVATION AND CREATIVITY AT THE SCHOOL LEVEL?

Request for waivers should be made under the following circumstances:
- Variation or change from District regulations, procedures and/or Board policies.
- Variation or change from State/Commissioner's regulations, and/or request for Innovative Program waivers.
- Variation or change from contractual agreements.

## 25. HOW IS A REQUEST FOR A WAIVER MADE?

Request for a waiver from District policy or State Regulations are made by application to the Office of School Innovation. Waivers from

contractual agreements should be requested from respective bargaining units.

## 26. ARE IMPASSE PROCEDURES NEEDED?

Yes. A Team must establish a process for responding to an impasse. Impasse procedures must be reviewed, accepted or revised through constituency consensus and filed with the Office of Parent Engagement by October 15.

## 27. WHAT HAPPENS IF A SCHOOL-BASED PLANNING TEAM IS AT IMPASSE?

If the school-based team is not meeting, not reaching consensus or generally dysfunctional, the situation should be reported in writing to the District-wide School-Based Planning Steering Committee. The report may be written by concerned member(s), any members(s) of the School-Based Planning Team or a concerned member(s) of the school community.

## MEETINGS OF SCHOOL-BASED PLANNING TEAMS

## 28. MUST A TEAM HAVE GROUND RULES?

Yes. Meetings are more productive when ground rules are established by consensus.

## 29. WHAT ARE SOME GROUND RULE DECISIONS MADE BY THE TEAM?

Team (or designated subcommittee) may decide:
- Time, place, length and frequency of meetings; agenda setting.
- Manner of recording and disseminating minutes of the meetings.

- Meetings conducted in accordance with Robert's Rule of Order.
- Selection of team members to take on the role of facilitator, time keeper, secretary, or scribe.
- Procedures for presentations by non-team members.
- The required number for quorum.
- Elections for each constituent.
- Impasse procedures.

## 30. WHO DECIDES THE AGENDA FOR SCHOOL-BASED PLANNING MEETINGS?

The agenda should be set jointly by the team according to established ground rules. A team may have an "agenda subcommittee" that includes one representative from each constituency. School staff and members of the community not on the team should have channels for suggesting agenda items as well. Final approval of the agenda rests with the team as a whole and should be posted on the school website.

## 31. IS IT MANDATORY FOR THE PRINCIPAL TO ALWAYS SERVE AS CHAIRPERSON?

Yes. Contractually, the Principal serves as chairperson of a School-Based Planning Team. (see below definitions of roles and responsibilities).

## 32. CLARIFY THE ROLES AND RESPONSIBILITY OF THE FOLLOWING INDIVIDUALS WHEN CONDUCTING A MEETING:

Chairperson (not to be confused with the role of the facilitator):

- Secures the place, information and supplies needed for meetings.
- Acts as the contact person for information to and from the District and community.
- Ensures faithful adherence to the spirit of School-Base planning.
- Provides leadership to accomplish the school's and District's goals.

## 33. WHO GETS THE MINUTES OF DECISIONS MADE AT A SCHOOL-BASED PLANNING TEAM MEETING?

Minutes should be produced in a timely fashion and distributed to all constituencies. A copy will be posted on school websites and the *SharePoint Program Accountability E-Book* and send to the president of each of the bargaining units by each constituency's designee.

## 34. CAN ANYONE REQUEST A COPY OF THE COMPREHENSIVE EDUCATION PLAN, MINUTES? AGENDA?

Yes. These are all considered public documents and should be posted on the school website.

## 35. ARE MEETINGS REQUIRED BY LAW?

Yes. According to Section 100.11 of the Regulations of the Commissioner of Education, meetings are mandatory to conduct business.

## 36. WHO IS ALLOWED TO ATTEND SCHOOL-BASED PLANNING TEAM MEETINGS?

Any member of a constituency or the school community may attend a meeting as an observer unless a team goes into Executive Session. Visitors have the right to listen to debate and watch the decision-making process in action. Unless they have asked to be on the agenda, or are recognized, they do not have the right to speak or interrupt the meeting in any way.

## 37. WHO CAN ATTEND EXECUTIVE SESSIONS?

As stated above, regularly scheduled School-Based Planning Team meetings are open to observers. Executive Sessions are limited to School-Based Planning Team members when confidential matters such as personnel issues are being discussed.

Examples – Discussions concerning Principal selection, teacher selection, or other Human Resources issues.

## 38. WHAT CONSTITUTES A QUORUM IN SCHOOL-BASED PLANNING MEETINGS?

Each individual constituency shall decide what constitutes a quorum for its own constituency. A quorum from each constituency group needs to be present to make a team decision. A SBPT may meet to discuss issues without a quorum but no decision making/voting may occur.

## 39. CAN ANYONE MAKE A PRESENTATION TO A SCHOOL-BASED PLANNING TEAM?

Yes. Subject to each team's procedures ground rules, a request should be forwarded to the agenda committee or facilitator. SBPT members need to be prepared for discussion, if applicable. Ground rules proposals for the delivery of jointly planned professional development opportunities during the school year on Superintendent's Conference days and

other times and days mutually agreed to by the District and RTA.

The Professional Development Planning Committee shall meet to determine the focus for two Superintendent's Conference Days. If the number of Superintendent's Conference Days varies (from four days) the Professional Development Planning Committee shall make designations proportionate to what is included in this section should be reviewed with the presenter prior to the meeting.

# PROFESSIONAL DEVELOPMENT

### 40. WHAT ARE BASIC GUIDELINES FOR PROFESSIONAL DEVELOPMENT?

Effective July 1, 2004, the instructional day on each Wednesday will be shorter by twenty (20) minutes. Teachers shall be available for one hour after the dismissal of students on Wednesdays.
The hour time period following the dismissal of students shall be used for professional development or additional instructional services for students who need such help.

The School-Based Planning Team may schedule the use of the one hour on an alternate day and/or may combine the one hour blocks to create a longer period of time.

Up to 50% of the professional development time provided in Section 16.3a, can be encumbered for district-wide in-service. The Professional Planning Committee shall jointly agree to any district-wide in-service beyond 50%. That time may be used flexibly, as in double sessions. These sessions will be jointly planned by the Professional Development Planning Committee and shall be related to District initiatives.

The School-Based Planning Team or a subcommittee of the SBP team approves both school-based and individual teacher professional development for incentive purposes. The approval is based on whether or not the professional development aligns with the school's School Improvement Plan/Comprehensive Education Plan.

# JOB SHARING

### 41. WHAT IS THE ROLE OF THE SBP TEAM IN THE APPROVAL OF JOB SHARING?

Approval of job sharing arrangement shall not be unreasonably withheld by the school-based planning team(s). A school-based planning team may not prohibit job sharing as described in Section 51 of the RTA contract as a matter of policy for the building.

# GLOSSARY
# AND
# ACRONYMS

# Glossary of Terms

**Agenda**
Those items the entire team agrees to meet and discuss. Using an agreed-upon agenda helps the team to run smoothly.

**Alternates**
A person chosen to replace a constituent and has the right to vote.

**Benchmarks**
Points at which the District Superintendent wishes students to achieve by a particular point.

**Block Scheduling**
Scheduling allowing students to work on a particular subject in a longer period of time. Or teachers grouped together with students and rotate within their grouping.

**Building Committee**
A group nominated and voted upon by teachers to cover items of a contractual matter. They are not to cover instructional matters but local school problems and contractual matters.

**Caucus**
When a constituency wishes to withdraw from the table to discuss then return and speak collectively or to vote on a particular item.

**Chairperson**
Designated person by the district (Principal) to make sure the School-Based Planning Team functions smoothly.

**Consensus**
A decision-making process where it is possible to not have total agenda agreement, but an item can move forward or be defeated.

**Constituency**
The group of individuals you represent.

**Constituency Consensus**
A decision made by one of the represented groups. All of that constituency may not agree but there is a majority within their group.

**Decision-Making**
Term used to refer to decision and items discussed at SBP and then adopted and put into practice at a particular school.

**Diversity**
Looking at how a group may be divided according to ethnic, gender or subject backgrounds.

**Essential Standards**
Common expectations for all schools.

**Etiquette at Meetings**
Appropriate behaviors expected of persons sitting on a team.

**Facilitator**
Person who chairs the School-Based Planning meetings. All members of the SBPT not only the principal can facilitate meetings.

**Formative Evaluation**
A method of judging the work of a program while the program activities are forming or happening. Formative evaluation focuses on the process.

**Graduation Requirements**
Standards by which a student qualifies to graduate.

**Impasse**
When persons at the table cannot agree, this impedes the teams' progress.

**Integrated Classrooms**
Including students with special needs into the regular classroom rather than isolating then in small classes.

**Learning Preference**
A particular learning style by which a student works best.

**Learning Style**
Various ways students learn. For example- mathematical, linguistic, logical, creative, artistic, kinesthetic.

**Local Waiver**
Rochester City School District may grant permission to a local school site through their SBPT to adjust district-controlled regulations. A request can be submitted to have permission to make changes.

**Mandates**
Items handed to team from the District, State or Federal Government that must be implemented.

**Mission**
An inclusive statement that addresses how a school will focus on improvement.

**No Child Left Behind (NCLB)**
Federal legislation guidelines for district/school accountability and student achievement expectations.

**Paraprofessional/Teaching Assistant**
A person hired by the district to assist teachers as they help students.

**Portfolio**
A folder of work completed by an individual that demonstrates ability.

**Process Facilitators**
A group of individuals trained to assist School-Based planning members to resolve conflict or to hone their skills to make a team function better.

**Quorum**
The number of people needed to make a decision. Teachers need to decide that if they have a predetermined number present they can then vote on a decision. (Or) Parents need to decide on a predetermined number of parents present that they will then vote on a decision, etc.

**SBPT Steering Committee**
Executive Committee of SBP Steering Committee – A group of individuals who meet with the Executive Steering Committee to discuss and handle matters concerning School-Based Planning from a citywide process.

**School Improvement Plan/Comprehensive Education Plan**
A plan that must be submitted once a year to describe the focus and plans a school is determined to make to improve learning.

**School Progress Report (Town Meeting)**
Once a year, the team is responsible for reporting to the community its progress made in the previous year.

**Semester Scheduling**
Complete a course in one semester and receive credit.

**Site-Based Management**
Another way to say School-Based Planning Team - Decision –making made at the individual site or school.

**Standardized Tests**
Tests given each year to determine what students have learned in math and language.

**State Waiver**
The state may give permission to a district to adjust state-controlled regulations. A waiver or request must be made to the state for this permission.

**Subcommittee**
A committee which would be a breakoff of the main School-Based Planning Team with a predetermined responsibility.

**Summative Evaluation**
A method of judging the worth of a program at the end of the program activities. The Focus is on the outcome.

**Time Keeper**
Person designated to keep team on task and move the agenda along an agreed-upon timeline.

**Vision**
A statement that should be in the beginning of your school plan that states an overall insight of what we intend as our focus.

# Acronyms

**ASAR**
Association of Supervisors/Administrators of Rochester

**AYP**
Adequate Yearly Progress

**BENTE**
Board of Education Non-Teaching Employees

**CEP**
Comprehensive Educational Plan

**CSR**
Comprehensive School Reform

**DICA**
District in Corrective Action

**ESPET**
Elementary Science Program Evaluation Test

**IEP**
Individual Education Plan

**LEP**
Limited English Proficient

**ELL**
English Language Learners

**NCLB**
No Child Left Behind

**PART**
Performance Appraisal Review for Teachers

**PC**
Parent Council

**RAP**
Rochester Association of Paraprofessionals

**RTA**
Rochester Teachers Association

**SAT/ACT**
Scholastic Aptitude Test/American College Test
**SBP**
School-Based Planning

**SICA**
School in Corrective Action

**SINI**
School in Need of Improvement

**SIP**
School Improvement Plan

**SURR**
School Under Registration Review

# APPENDIX

## Appendix A

# 100.11 – STATE LEGISLATION FOR SHARED DECISION MAKING TITLE 8 EDUCATION

100.11 Participation of parents and teachers in School-Based Planning and share decision-making.

(a) Purpose.  The purpose of School-Based planning and shared decision-making shall be to improve the educational performance of all students in the school, regardless of such factors as socioeconomic status, race, sex, language background, or disability.

(b) By February 1, 1994, each public school district board of education and each board of cooperative educations services (BOCES) shall develop and adopt a district plan for the participation by teachers and parent with administrators and school board members in School-Based planning and shared decision-making. Such district plan shall be developed in collaboration with a committee composed of the superintendent of schools, 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 of a collective bargaining organization representing teachers or administrators in the district) selected by school-related parent organizations, provided that those portions of the district plan that provide for participation of teachers or administrators in School-Based planning and shared decision-making may be developed through collective negotiations between the board of education or BOCES and local collective bargaining organizations representing administrators and teachers. For the purpose of this subdivision, school-related parent organization means a nonprofit organization of parents of children attending the schools of the school district whose purposes include the promotion of parental involvement in public education and that is chartered or incorporated under the laws of New York, or is affiliated with a statewide or regional parent organization that is so chartered or incorporated or is an unincorporated association authorized to do business under an assumed name in New York. In districts in which teachers or administrators are not represented by a collective bargaining organization or there are no school-related parent organizations, teachers, administrators and/or parents shall be selected by their peers in the manner prescribed by the board of education or BOCES to participate in the development of such district plant.  In the City School District of the City of New York, each board of education of each community school district and each high school superintendence shall develop a plan in the manner prescribed by this division, and each such plan shall be incorporated into a plan by the central board of education, which plan shall comply with this section.

(c) The plan for participation in School-Based planning and shared decision-making shall specify:

(1) the 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) the manner and extent of the expected involvement of all parties;

(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 whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level; and

(6) The manner which all State and Federal requirements for the involvement of parents in planning and decision—making will be coordinated with and met by the overall plan.

(d) (1) The district's plan shall be adopted by the board of education or BOCES at a public meeting after consultation with the full participation by the designated representative of the administrators, teachers, and parents, and after seeking endorsement of the plan by such designated representatives. The plan shall be made available to the public. Each board of education or BOCES shall file such plan with the district superintendent or, in the case of city school districts having a population of 125,000 inhabitants or more, with the commissioner within thirty (30) days of adoption.

(2) Each board of education or BOCES shall submit its district plan to the commissioner for approval within 30 days of adoption of the plan. The commissioner shall approve such district plan upon a finding that it complies with the requirement of this section and makes provision for effective participation of parents, teachers and administrators in School-Based planning and decision-making.

(e) (1) In the event that the board of education or BOCES fails to provide for consultation with, and full participation of, all parties in the development of the plan as required by subdivisions (b) and (d) of this section, the aggrieved party or parties may commence an appeal to the commissioner pursuant to section 310 of the Education La.  Such an appeal may be instituted prior to final adoption of the district plan and shall be instituted no later than 30 days after final adoption of the district plan by the board of education or BOCES.

(2) Any aggrieved party who participated in the development of the district plan may also appeal to the commissioner pursuant to section 310 of the Education Law from action of the board of education or BOCES in adopting, amending, or recertifying the plan. The grounds for such an appeal may include, but shall not be limited to, noncompliance with any requirement of subdivision (c) of this section and failure to provide within the intent of this section.

(f) The district's "Plan for the Participation by Teachers and Parents in School-Based Planning and Shared Decision-making" shall be reviewed biennially by the board of education or BOCES in accordance with subdivision (b) of this section. Any amendment or recertification of a plan shall be developed and adopted in the manner prescribed by subdivision (b) and paragraphs (d) (1) and (2) of this section. The amended plan or a recertification of the previous plan, together with a statement of the plan's success in achieving its objectives, shall be filed with the district superintendent where

applicable, and submitted to the commissioner for approval no later than February 1 of each year in which such biennial review takes place, commencing with February 1, 1996.

(g)  Notwithstanding the provisions of subdivisions (b) through (f) of this section, where a district has implemented a plan for participation in School-Based planning and share decision-making as of February 1, 1994 through its excellence and accountability pilot district program, such district shall not be required to develop a new district plan pursuant to this section.

(h)  A school district or BOCES which has developed or implemented a plan for participation of teachers and/or administrators in School-Based decision-making as the result of a collective bargaining agreement between the board of education or BOCES and local collective bargaining organizations representing teachers and/or administrators shall incorporate such negotiated plan as a part of the district plan required by this section. The board of education or BOCES shall develop remainder of the district plan, including the portion relating to parental involvement, in the manner prescribed by subdivision (b) of this section.

**Historical Note**

Sec. filed March 31, 1992; amds. filed: May 26, 1992 as emergency measure; July 28, 1992 eff. Aug. 13, 1992.
Amended (b).

**Appendix B**

# Recommendations for Effective Interviews
# Department of Human Capital Initiatives

## Introduction

An interview with prospective teacher is an indispensible part of the hiring process. Interviews add a human element and present the employees with an opportunity to assess the applicant in ways that other measures cannot. Interviews also give the applicant the feeling that he or she is regarded as a person, rather than just a name and a social security number.

While the interview has been criticized as being unscientific as a selection tool, the greatest number of employers consider the interview the most important part of the selection process.

The interview provides an excellent opportunity to:

1. Observe the applicant's ability to communicate, his/her general personality traits, overall physical appearance, personal mannerisms, attitude and motivation.
2. Obtain information that is not available elsewhere.
3. Determine whether the applicant has the proper attributes needed for the available position.
4. Set the ground rules: i.e., tell the applicant what the school district expects and what it offers in return.

Conducting an effective interview with an applicant requires considerable knowledge and training and cannot simply be done by anyone who happens to be available at the time.

Following are some basic recommendations for an effective interview:

1. Thoroughly review the application form to assure that it is complete and that none of the information is contradictory.
2. Encourage the applicant to talk by using good leading questions.
3. Always use open-ended questions, these elicit a broad response which provides the interviewer with more information about the candidate than "yes" or "no" questions.

Since all candidates must be measured against the same standard, consistency is very important in interviewing applicants. It is recommended that the same set of questions be given to each candidate who is interviewed for a given position.

## Suggestions for the Interviewer

1. Listen – Listening to the applicant with responsiveness and acceptance is vital. Listening involves more than simply hearing.
2. Relax – Being relaxed yourself, as the interviewer, tends to help the interviewee relax. In this way, more reliable answers are usually elicited and an objective judgment may be made regarding the interviewee.
3. Be Friendly – Being friendly usually reduces tension that interviewees feel and helps them feel confident about themselves and comfortable with the interviewer, who is representing the school system.

4. Empathy – Putting yourself in the place of the interviewee helps you to know how that person feels and thinks at that particular time.

5. Appearance – Cultural and age differences are important, as they may relate to what is appropriate dress and appearance. Judge applicants on neatness and cleanliness, which are more likely to relate to role modeling for students.

6. Posture – An open position, without crossed arms, facing the candidate and nodding to signify understanding, generally encourages the candidate to communicate.

7. Time Control – You may wish to control the interview by predetermining the length beforehand and telling the interviewee that he/she has a set amount of time in which to answer questions. If the candidate continuously exceeds this limit, ask him/her to summarize or finish the answer within a minute so that you may cover all questions in the time scheduled for the interview.

When you interview, "know thyself" applies literally. You must be aware of your own needs, motives, attitudes and ego. Subjectiveness is an integral part of the oral interview. Make yourself aware of this and then strive to be objective in your decision-making.

As an interviewer, you have a difficult dual role: to stimulate and respond to the interviewee's answers and behavioral cues, as well as to observe, describe, evaluate and report what takes place. To do this well, you must master an interview technique and know a good deal about the complexities of human behavior.

## Nonverbal Responses

Often, more can be communicated by non-verbal response than by verbal response. Manner, posture, tone of voice and body language can speak loudly. Leaning forward towards the applicant with arms in an open position communicates interest. Tightly crossed arms, rigid body posture or a position not facing the person relays a message of coldness, aloofness or fixed mind set.

Distracting mannerisms include a "dead fish" handshake, gum chewing, steady glare, continuous note taking, cracking knuckles and so on. Distance between two people can also be distracting; an optimal: comfort zone" is usually three to four feet.

Vocal body language signs include speaking too loudly or too slowly and changing levels of pitch. A voice that projects interest and enthusiasm can be differentiated from a stern, powerful voice. Tone of voice can have a major effect on the outcome of the interview.

The following is a list of nonverbal behaviors which can be used to communicate positive listening. When these are used, the interviewer shows interest and acceptance of what is being said.

**Summary: Positive Listening (Nonverbal) Behaviors**

1. Good eye contact
2. Warm smile
3. Leaning toward the person
4. Arms and legs uncrossed
5. Receptive voice
6. Enthusiastic gestures
7. Minimum distractions

## Probe: An Interviewing Management Technique

McQuaig & McQuaig have developed a management technique, Probed, to help interviewers learn how to manage the interview process (1981). Probe presents ways to set up, conduct and analyze the interview in order to make it more systematic and effective.

Suggestions to the interviewer include the following:

**Prepare**
The preparation period begins at the time when you decide to interview a candidate and extends through the first 60 seconds of the interview. The decision to hire or not to hire is "significantly influenced by how well you define in advance what you intend to do, what you are looking for and how you will go about it."

**React**
Reacting means becoming an interested listener, responding to the interviewee's verbal and nonverbal responses and directing questions from those responses. To react is to receive the response to the content of the interview, rather than monopolize the communication to teach, lecture or persuade.

**Open**
"Open" refers to facilitating the flow of communication, creating a non-evaluative atmosphere in which you accept candidates for what they are and encourage them to express their opinions and ideas, even though these may differ from your own. An important part of being open is asking questions to encourage the "presentation of self."

**Balance**
Many elements vie for importance in an interview, including the kinds of questions asked, the degree of formality or informality, the pace of the dialogue and the outcome compared with interviewer conduct. Each must be balanced so that no one element distorts the information-gathering and decision-making process.

# Legal Aspects of Interviewing
**Federal Laws**

The federal regulations relating to fair employment are complex; specific language relating to the employment of teachers is not included in the laws. School systems must, however, abide by equal employment guidelines.

School systems must comply with major federal laws banning discrimination. In addition, individual states have added further restrictions on employment practices. Title VI and VII of the Civil Rights Act of 1964 (as amended in 1972), the Age Discrimination employment Act of 1975, Title IX of the Education Amendments of 1972, the Equal Pay Act of 1973, the Revenue Sharing Act of 1972 (as amended in 1976) and Section 504 of the Rehabilitation Act of 1973 have generated seven areas that are considered to be "Protected classes" under the law.

1. Race
2. Sex
3. National Origin
4. Religion
5. Age
6. Handicapping condition

The Equal Employment Opportunity Commission was created to control and regulate the laws dealing with discrimination. This commission has been active throughout the country in investigating employee discrimination claims. The enabling legislation endowed it with the necessary power to bring direct action in U.S. district courts against employers who are in noncompliance with federal antidiscrimination law.

The interview is included within the equal employment guidelines. If a school system has been charged with unfair employment practices, then all areas of the employment process are scrutinized and employers are required to prove that interviewing procedures are not discriminatory. When an EEO suit is filed and a

disparity among groups is found, the system must validate its recruitment procedures, applications blanks, interviewing procedures, selection decisions, compensation schedules and benefits programs.

**Interview Discrimination Guidelines**

In order to avoid costly litigation, all staff involved in interviewing should know what they can and cannot ask during the interview. The interviewer should avoid asking questions that could possibly be considered an infringement or violation of one of the six listed protected areas. The "Pre-Employment Inquiry Guidelines" in the 1989 Association for School, College and University Staffing, Inc. Annual summarizes permissible and non-permissible questions.

# Questioning Techniques

The art of interviewing depends upon the way the interviewer asks questions. Here are a few general suggestions that apply to all types of interviews.

1. It is best to phrase your question(s) in a declarative form. The suggestion "Tell me about your present job" is preferable to the question "What kind of work do you do?"
2. Use open-ended questions, that is, questions that cannot be answered with one or two words. Closed or dead-end questions usually can be answered with "yes" or "no."
3. Your questions should not "telegraph" the answer you want. For example, "How did you feel about mathematics in high school?" could be better phrased "What courses were of most interest to you in high school?"
4. Comprehensive introductory questions, such as "Tell me about yourself," are excellent stimulants for interviewees because such questions suggest that the interviewee is expected to do most of the talking.

5. Questions that are based on what interviewees have just said show that you are listening carefully and encourage them to continue to talk.
6. Start with easy-to-answer questions and move toward more difficult or sensitive questions later in the interview.
7. When asking a difficult or sensitive question, try to present a reason for asking it that the other party will accept.
8. Self-evaluation questions (that is, asking people to talk about themselves, rate themselves or tell you how they think, act or believe) often are the most revealing.

The purpose of asking questions is to facilitate the giving and receiving of information. One effective method of developing the information the interviewer needs and one that keeps the applicant "on the subject" and talking, is the use of the "W" questions: "What." "When," "Who," and "Why." With the addition of "How," most of the information can be drawn out about an applicant's background.

There are questions which are likely to uncover personality traits. The interviewer needs some insight into motivation, stability, resourcefulness and the ability of the applicant to work under the direction of others. The following questions are examples of the type of inquiry that may be of assistance:

**Motivation**

1. Why did you select teaching for your career?
2. What kind of position would you like to hold in five years? Ten years?
3. How do you plan to reach your career goals?

**Stability**

1. Why are you seeking a teaching position in this school system?

2. What are your original career goals?
3. How have your career goals changed over the years?

## Resourcefulness

1. How did you change the scope of your last teaching position?
2. What were some of the more difficult problems encountered in your last teaching position? How did you solve them?

## Ability to Work with Others

1. For what things have your principals and/or supervisors complemented you? Criticized you? How did you respond?
2. Which aspect did you enjoy most about your last teaching position? Why?

The interview should be more than a process of asking questions. Each question requires an answer and it has been recommended that the interviewee do 80% of the talking. Therefore, the interviewer's questions should use approximately 20% of all time allocated for the interview. In one respect, when using the 80-20 rule, the importance of asking a few, well-planned questions becomes clear. The importance of listening should be evident; that is, in every instance the interviewer's role should be that of a good listener.

# Sample Interview Questions

The following list is a sample of interview questions. This list is not exhaustive, but may

serve as a starting point for development of relevant questions. The questions developed should be clearly related to the established selection criteria.

## Education

1. What subjects did you enjoy most (least) in college? Why?
2. What prompted you to choose teaching at this level?
3. Tell me about the courses (training) you have had in middle school philosophy.
4. Why did you choose to be a teacher?

## Work Experience

1. What has been your most rewarding work-related experience?
2. What are your teaching strengths? Weaknesses?
3. Explain the duties and responsibilities of your last job.

## Job Performance Evaluation

1. What kinds of evaluations did you receive?
2. What were some of the positive (negative) benefits of your evaluations?
3. If we asked your co-workers about you, what do you think they might tell us? How do you think they would describe you as a teacher?
4. How do you create and maintain a good learning environment in the classroom?

## Career Interest and Work Goals

1. What are your short- and long-term career goals?
2. What other types of jobs (careers) have you considered?
3. What type of training do you think would be beneficial to you at this point in your career?

## Specific Interest in the School System

1. Why did you decide to apply to this school system?

2. What has been an accomplishment in your life of which you are especially proud?
3. What kinds of things frustrate you on the job? Motivate you?

### Educational Philosophy

1. What discipline techniques are most effective for you?
2. Describe a typical day in a classroom for you.
3. How would you organize your class for instruction?
4. Describe some instructional techniques you have found to be effective with your students.

### Professionalism

1. What do you feel the relationship between teacher and administrator should be? Between student and teacher? Between teacher and parent?
2. What impact do you feel your involvement in professional organization and/or professional development activities will have on the position for which you are applying?

## Closed Questions

Closed questions may require a simple "yes" or "no" response or may ask for a single short answer from a list of choices. Although questions of this nature are time efficient and may be needed to get certain types of information, they are not considered highly effective. Here are two examples in which a closed question is used to elicit basic information quickly.

1. Have you ever sponsored a school newspaper?
2. Would you prefer teaching algebra, geometry or calculus?

## Open Questions

Open questions solicit discussion and ask for opinions or feelings from the interviewee. They require more time, but show the candidate that you are genuinely interested in his or her response. For example:

1. Tell me what methods have been successful for you.
2. What are your short/long-term career goals?
3. How would you go about making suggestions for improving a procedure?

Open questions are often used at the beginning of the interview to get things started and to establish rapport. They also keep the interview from being dominated by the interviewer. However, interviews that use only open-ended questions may not achieve the desired results if candidates are allowed to talk endlessly and wander from the topic. In addition, less articulated respondents may feel intimidated by a constant chain of open questions.

The decision of when to use open or closed questions in an interview may vary with the type of interview and the structure needed to produce results. However, the use of open questions generally yields more information. Following are descriptions of two types of open questions.

# Pre-employment Inquiry Guidelines

| Subject | Acceptable | Unacceptable |
|---|---|---|
| Name | "Have you ever used another name?" or, "Is any additional information relative to change of name, use of an assumed name or nickname necessary to enable a check on your work and educational record? If yes, please explain." | Maiden name |
| Residence | Place of residence | "Do you own or rent your home?" |
| Age | A statement that hiring is subject to verification that applicant meets legal age requirements. "If hired, can you show proof of age?" "Are you over eighteen years of age?" "If under eighteen, can you submit a work permit after employment?" | Birth date Dates of attendance or completion of elementary school, high school or college. Questions which tend to identify applicants over age 40. |
| Citizenship | "Can you, after employment, submit verification of your legal right to work in the United States?" Or a statement that such proof may be required after employment. | Birthplace of applicant's parents, spouse or other relatives. "Are you a U.S. citizen?" Or citizenship of applicant, applicant's parents, spouse or other relatives. |
| National Origin | Languages applicant reads, speaks or writes. | Questions as to nationality, lineage, ancestry, national origin, descent or parentage of applicant, applicant's parents or spouse. "What is your mother tongue?" Or, "Language commonly used by applicant." How applicant acquired ability to read, write or speak a foreign language. |
| Sex | Questions which indicate applicant's sex. | |
| Family | Name and address of parent or guardian if applicant is a minor.<br><br>A statement of company policy regarding work assignment of employees who are related. | Questions which indicate applicant's marital status.<br><br>Number and/or ages of children or dependents.<br><br>Provisions for child care.<br><br>Questions regarding pregnancy, child bearing or birth control. |
| Race/Color | Questions as to applicant's race or color. | Questions regarding applicant's complexion or color of skin, eyes, hair. |
| Physical Description Photograph | A statement that photograph may be required after employment. | Questions as to "applicant's height and weight." |

| Subject | Acceptable | Unacceptable |
|---------|-----------|--------------|
| | Requesting applicant, at his or her option, to submit a photograph.<br><br>Requiring a photograph after interview but before employment. | Requiring applicant to affix a photograph to application. |
| Religion | | Questions relating to a person's religious affiliation. |
| Physical Condition Handicap | A statement by employer that offers may be made contingent on applicant's passing a job-related physical examination.<br><br>"Do you have any physical condition or handicap which may limit your ability to perform the job applied for? If yes, what can be done to accommodate your limitation?"<br><br>Questions regarding applicant's general medical condition, state health.<br><br>"Do you have any physical disabilities or handicaps?"<br><br>A statement by employer of regular days, hours or shifts to be worked. | |
| Military Service | Questions regarding relevant skills acquired during applicant's U.S. military service.<br><br>General questions regarding military service, such as dates and type of discharge. | Questions regarding service in a foreign military. |
| Organizations / Activities | "Please list job-related organizations, clubs, professional societies or other associations to which you belong. You may omit those which indicate your race, religion, creed, color, national origin, ancestry, sex or age." | "List all organizations, clubs, societies and lodges to which you belong." |
| References | "By whom were you referred for a position here?"<br><br>Names of persons willing to provide professional and/or character references for applicant. | Questions which elicit information specifying the applicant's race, color, name, creed, national origin, ancestry, physical handicap, medical condition, marital status, age or sex. |

Hypothetical questions have several benefits. First, they provide the candidate an opportunity to amplify ideas previously raised in relation to a "real life" situation. They can also provide a basis for comparison among candidates, as well as insight into how a candidate might function in a particular setting. Listed below are samples of questions which can be used or adapted:

1. What would you do if a student refused to do assigned work?
2. How would you respond if we ordered five copies instead of the required ten copies?
3. What would you have done in a similar situation?

Probing questions are simply follow-up questions, which can be used to help expand upon the information obtained. Probing questions generally stimulate further discussion, clarifying what has already been said. If the interviewee has given unclear, incomplete or irrelevant information, a probing question may be used to clarify the previous response. If the interviewee is reluctant to talk, then an open-ended, probing question may bring the person into the conversation.  For example:

1. Why do you feel that way?
2. What do you mean by the statement you just made?
3. How did you arrive at that solution?
4. Could you give me an example of what you mean?

Probes do not necessarily require long responses from the interviewee and many times can be answered with a short response.

Common errors made interviewing can be corrected by learning how to ask appropriate questions. Too many closed questions give the appearance of an interrogation. On the other hand, asking too many lengthy, complicated open-ended questions may produce extraneous information and waste time.

## Leading and Loaded Questions

Within the framework of the two types of questions, open and closed, two other types of questions often occur in interviewing: leading and loaded. When these types of questions accidentally slip into the conversation, they may contaminate the results of the interview.

Leading questions encourage the respondent to answer in a desired way. The response to a leading question may not reflect the respondent's true feelings. For example:

1. Don't you feel this textbook is the better choice?
2. Wouldn't you agree that we should adopt this curriculum?
3. Isn't it true that you agree with this format for the program?

All of the above may lead the respondent to answer in agreement with the interviewer. The questions could have been better phrased to make them neutral by asking:

1. Which textbook do you prefer?
2. How do you feel about this curriculum?
3. What format would you suggest we use for the program?

Loaded questions are "trap" questions. They may use words that elicit strong emotions or may cause respondents to answer differently

than if the questions had been phrased in some other manner.  For example:

1. What do you think of the ridiculous changes in the new certification requirements?
2. You don't really think that this controversial topic should be discussed in the classroom, do you?

These questions could have been better asked by saying...

1. What do you think about the changes in the new certification requirements?
2. What do you think about discussing a controversial topic in the classroom?

The rule of thumb in regard to all interviewing questions is to determine if answers reflect sincere interest in students and student growth. When the interviewer can truly determine this motivating factor in every answer, then he/she is capable of selecting perceptive teachers who will likely be successful in a specific school system.

## Summary

A well conducted interview leads to a desirable outcome: the hiring of an excellent employee who is well-suited to the needs of the position. This end product cannot be achieved without pre-planning. Selection criteria should be developed as a starting point for evaluating each applicant against a common standard. The establishment of selection criteria services as a safeguard against unintended bias, which could unfairly influence the result of the interview and possibly lead to unwanted legal action.

Careful planning and professional conduct during the interview create an environment in which the candidate presents a true reflection of self, which then provides a basis for the hiring decision.  When the interview is properly conducted, not only should it be a positive experience for the candidate, it should also reflect positively on the professionalism of the organization.