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

-Hodding Carter
School-Based Planning Team (SBPT)

History of School-Based Planning

On May 7, 1992, the RCSD Board of Education formally revised its policy manual to include the concept of School-Based Planning and the work of School-Based Planning Teams (SBPT). At the time, RCSD was one of the first districts in the United States to embrace the practice of School-Based Planning Teams, even before it was adopted by the New York State Education Department (1994). Policy 2265 School-Based Planning was incorporated August 20, 1998.

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

School-Based Planning Team is:
- Focused on student achievement
- It is the team that writes the plan for school improvement (SIP or SCEP)
- Fosters teamwork and communication across the entire school community

School-Based Planning is **not**:
- Focused on the management of the school
- A place for venting individual or building committee concerns
School-Based Planning

Role of the SBPT

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

Members

- Principal, chairperson
- Elected teachers – 1 more than ½ of the team membership
- Elected 3-5 parents (not employed by RCSD)
- BENTE (Board of Education Non-Teaching Employees)
- RAP (Rochester Association of Paraprofessionals)
- Community members invited by SBPT consensus
- Student representatives are selected by a student government election in the fall of each year.

Responsibilities

- Developing the SCEP
- Monitoring the implementation of the SCEP
- Reviewing and interpreting student data
- Planning professional development to support the SCEP

Examples of Work

- Creating the SCEP to focus on the needs of the school
- Participation in interviews to select teachers
- Securing workshop presenters
- Reviewing student data
- Conducting an annual Town Meeting
School-Based Planning
PARENTS AND TEAM MEMBERS

Becoming a Member
- Parent organizations work with SBPT to establish a formal selection process
- The Office of Parent Engagement assists when a parent group does not exist
- Teachers are selected through an RTA election process

Parent Constituency
- Three to five parents are elected to the team
- Parents elect the parent representatives
- Two alternate parents can be elected

Responsibilities
- Communicating with parents of the school community
- Representing parents of the school community
- Working with school leadership to assure effective parent communication of SBPT issues and decisions

Examples of Work
- Attending and participating at all SBPT meetings
- Assuring information on SBPT is in each parent newsletter
- Asking for parent input on SBPT issues through the parent organization
The work
- Holds monthly meetings with published agendas
- Roles of facilitator, timekeeper, recorder, and observer are shared by the team
- Focus entirely on school-wide instructional issues

Setting Ground Rules
- Establishing important operational procedures
- Defining a quorum
- Defining procedures for reaching consensus
- Defining next steps if an impasse is reached. Impasse procedure must be reviewed, accepted or revised through consensus and filed with Office of the Superintendent by October 15th.

Setting Agendas
- Agenda items must have direct instructional alignment with teaching and learning, curriculum, assessment, books, and supplemental materials
- Explicit agenda-setting practices established to include how and when items are placed on the agenda
- SBPT members should receive agenda before the meeting to allow time for review
- Previous approved agendas must be posted on the RCSD website and hard copies should be accessible for all stakeholders

Making Decisions
- All decisions reached by consensus of all constituencies
- Each constituency must agree to the decisions and agree to support the decisions
- Decisions are not based on majority rule, but by constituency consensus
- A quorum must be present to make a decision
- All decisions must align with the SCEP
SBPT and the School Comprehensive Educational Plan (SCEP)

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

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

Monitoring It
- Monitoring dates and responsibilities are outlined
- Key result areas of Standards & Assessments, Learning Environment, High Performance Management, Parent Participation/Public Engagement, and Community Support
- Plan is reviewed at each meeting
- Tenets 2-6 are progress monitored by SBPT monthly

Revising It Annually
- Data reviewed each spring to see if targets were met in each of the key result areas
- Input from all constituencies is gathered for revising the plan
- Plan is submitted for approval in June or July based on deadline
Good Schools and Good Teaching and Learning

**Essential Standards**

- Relevant, engaging, aligned, and data-driven curriculum and instruction
- Professional development that directly impacts teaching and learning
- Support for diversity and individual student learning
- Collaborative and shared leadership with principal as Instructional and Transformational Leader
- Family and community partnerships
- Safe, supportive, and accepting learning environments
- Organizational focus and resource management

**Seven Attributes of a Successful School**

- Common focus
- High expectations
- Personalized learning environment
- Respect and responsibility
- Collaboration
- Performance based
- Technology used as a tool

**Enablers to Success**

- Data-driven (formal and informal)
- Utilization of best practice strategies
- Effective implementation and monitoring of plans
- Communication is clear and understood by senders and receivers
- Interests (needs, concerns) of all are adequately addressed
Parental Engagement

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

<table>
<thead>
<tr>
<th>Becoming a member of SBPT (PE)</th>
<th>Giving input to SBPT by talking with members (PE)</th>
<th>Making sure homework is completed daily (PI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calling the teacher or principal with questions (PE)</td>
<td>Sharing customs, specialized knowledge, or talents (PE)</td>
<td>Attending parent conferences (PE)</td>
</tr>
<tr>
<td>Reading newsletters/minutes (PI)</td>
<td>Talking with the parent liaison (PE) Making the school aware of concerns, needs, or supports needed to help your child be successful (PE)</td>
<td>Attending PTA/PTO or Parent Group meetings (PE) Keeping the lines of communication open between home and school (PE) Registering for Parent Connect</td>
</tr>
<tr>
<td>Referring community partners Calling parents to encourage involvement in an activity or event Make a donation to an event</td>
<td>Downloading and using the Parent App RCSDlink (PE)</td>
<td></td>
</tr>
</tbody>
</table>
# Information and Resources for Parents

## Websites
- www.rcsdk12.org
- www.nysed.gov
- www.nyspta.org
- www.PTOtoday.com

## RCSD publications
- School-Based Planning Team Manual
- Parent Guide to SBPT
- Parent University Catalogue
- Parent Literacy Guide
- PAC Brochure

## E-Mail addresses
- parentcenter@rcsdk12.org
- Office of Parent Engagement
  - (585) 262-8318
  - parentadvisorycouncil@rcsdk12.org
Acronyms

Organization

**OPE** - Office of Parent Engagement
**NYSED** - New York State Education Department
**NYPTA** - New York State Parent Teacher Association
**PAC** - Parent Advisory Council
**BEC** - Bilingual Education Council
**PTA** - Parent Teacher Association
**PTO** - Parent Teacher Organization
**PTSA** - Parent Teacher Student Association
**PTSO** - Parent Teacher Student Organization
**RAP** - Rochester Association of Paraprofessionals
**RCSD** - Rochester City School District
**RTA** - Rochester Teachers Association
**SBP** - School-Based Planning
**SBPT** - School-Based Planning Team
**SCEP** - School Comprehensive Educational Plan
**DTSDE** - Diagnostic Tool for School & District Effectiveness
**DCIP** - District Comprehensive Improvement Plan

**Tenet 1** - District leadership and capacity
**Tenet 2** - Student leader practices and decisions
**Tenet 3** - Curriculum development and support
**Tenet 4** - Teacher practices and decisions
**Tenet 5** - Student social and emotional developmental health
**Tenet 6** - Family and community engagement