Parent Guide to School-Based Planning Team (SBPT)

ROCHESTER CITY SCHOOL DISTRICT

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 *TEAMS*

Role of the SBPT

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

Members

- ➤ Principal, chairperson
- ➤ Elected teachers – 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

Responsibilities

➢ Communicating with parents of the school community

➢ Representing parents of the school community

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

Parent Constituency

➢ Three to five parents are elected to the team

➢ Parents elect the parent representatives

➢ Two alternate parents can be elected

Examples of Work

➢ Attending and participating at all SBPT meetings

➢ Assuring information on SBPT is in each parent newsletter

➢ Asking for parent input on SBPT issues through the parent organization

OPERATIONS
of a SBPT

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 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

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.

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

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

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

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:

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

Information and Resources for Parents

Websites	RCSD publications	E-Mail addresses
www.rcsdk12.org *www.nysed.gov* *www.nyspta.org* *www.PTOtoday.com*	School-Based Planning Team Manual Parent Guide to SBPT Parent University Catalogue Parent Literacy Guide PAC Brochure	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