



# Regulation of the Chancellor

Category: STUDENTS

Number: **A-655**

Subject: SCHOOL AND DISTRICT LEADERSHIP TEAMS

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Issued: 12/03/07

## SUMMARY OF CHANGES

This regulation supersedes A-655 dated February 3, 2004.

### Changes:

- Changes have been made to reflect the new structure of the Department.
- The responsibilities of the School Leadership Teams have been modified.
- The inclusion of additional mandatory members to the team is now prohibited.
- Each SLT must designate a secretary who must maintain minutes of SLT meetings and provide a copy of minutes to the PA/PTA. The school principal may designate a staff member to assist the secretary.
- District Office staff and staff of School Support Organizations may not serve on a School Leadership Team as a parent member in the district where they are employed or in a school that purchases services from the School Support Organization that employs them.
- The role of Community Education Council members as liaisons has been clarified (i.e., they may be invited to attend team meetings, make presentations and/or serve on team subcommittees).
- Language has been added to mandate parent consultation in conformance with the No Child Left Behind Act.
- Team members may keep or donate remuneration to the school.
- SLT members must participate in mandatory training in order to receive their remuneration or a prorated portion of their remuneration.
- The SLT may request to meet with the school's SSO two times per year to discuss the SSO's involvement with the school.
- Community School Districts and District 75 are required to form District Leadership Teams.
- The composition, role and responsibilities of the District Leadership Team have been defined.
- District Family Advocates are required to report on SLT and DLT activities on an annual basis.
- PA/PTAs are encouraged to stagger the election of parent members of the SLT.
- A grievance procedure has been added.



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## **ABSTRACT**

This regulation establishes guidelines to ensure the formation of effective School Leadership Teams (SLTs) in every New York City Public School, and District Leadership Teams (DLTs) in each community school district as well as in District 75. This regulation is the New York City Department of Education's Plan for the Participation of Parents, Teachers and Administrators in School-Based Planning and Shared Decision Making in accordance with Section 100.11 of the Regulation Commissioner of Education.

### **I. INTRODUCTION**

In December 1996, amendments to the New York State Education Law required the Chancellor to take steps to ensure that SLTs were in place in every New York City Public School. SLTs play a significant role in creating a structure for school-based decision making and shaping the path to a collaborative school culture. SLTs are a vehicle for developing school-based educational policies and ensuring that resources are aligned to implement those policies. Functioning in a collaborative manner, SLTs assist in the evaluation and assessment of a school's educational programs and their effect on student achievement.

### **II. SCHOOL LEADERSHIP TEAM RIGHTS AND RESPONSIBILITIES**

The responsibility of the SLT is to develop an annual school Comprehensive Educational Plan (CEP) that is aligned with the school-based budget. The principal shall consult with the SLT in developing the school-based budget.

The SLT is not responsible for the hiring or firing of school staff.

To ensure alignment of the CEP with the school-based budget, the principal shall provide the SLT with a report from the DOE Galaxy budgeting system within a reasonable period of time after the school receives it. The school-based budget provides the fiscal parameters within which the SLT will develop the goals and objectives to meet the needs of students and the school's educational program. The principal makes the final determination on the CEP and the school-based budget.

The SLT may request that a representative of the School Support Organization (SSO) meet with the SLT a maximum of two times per year to provide information and updates regarding the SSO's involvement with the school. SSOs are expected to accommodate such requests.

### **III. COMPOSITION**

#### **A. Size of the Team**

All SLTs should have a minimum of ten members and a maximum of 17 members. In determining the size of the team, budget allocations must be considered.

#### **B. Mandatory Members**



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The only three mandatory members of the SLT are the school's principal, the Parent Association/Parent-Teacher Association (PA/PTA) President<sup>1</sup> and the United Federation of Teachers (UFT) Chapter Leader, or their designees.

## C. Non-Mandatory Members

1. In addition to the mandatory members, SLTs must include other parents and staff (pedagogic and/or non-pedagogic) from the school. SLTs must have an equal number of parents and staff.

- a. Election of Parents and Staff:

To ensure that all members of the school community have the opportunity to be included and to encourage broad participation on the SLT, parents and staff must be elected by their own constituent groups in a fair and unbiased manner determined by each constituent group, and all elections must be advertised widely, with reasonable advance notice given. Elections must be open to all members of the constituent group (e.g., PA/PTA, CSA, UFT, DC 37) and must be held in accordance with the term limits as set forth in the team's bylaws.

A minimum of ten calendar days' notice is required prior to the PA/PTA's election of its SLT parent members. In the case of a PTA, only parent members of the school's association may vote to elect parent representatives for the SLT. PA/PTAs are encouraged to stagger the terms of the non-mandatory parent members of the SLT.

SLT elections must be held after the PA/PTA elections in the spring (see Chancellor's Regulation A-660).

- b. Eligibility

- i. Parents

Parents<sup>2</sup> from the school are eligible to be elected by the school's PA/PTA to serve on the SLT.

Parents may not serve on the SLT as a parent member in schools in which they are employed, but they may serve in other schools where they have a child in attendance.

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<sup>1</sup> In the case of co-presidents, the remaining PA/PTA officers shall determine which co-president will serve as the mandatory member of the SLT.

<sup>2</sup> A parent is defined as a parent (by birth or step-parent), legally appointed guardian, foster parent or person in parental relation to a child. A person in parental relation refers to a person who has assumed the care of a child because the child's parents or guardians are not available, whether due to, among other things, death, imprisonment, mental illness, abandonment of a child, or living outside of the state.



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Parents may be elected to serve on more than one SLT as long as they meet the requirements set forth in this regulation.

Parent members of the CEC may serve as a parent member on the SLT in the school their child attends.

ii. Staff

Parent coordinators may not serve as members of the SLT in any capacity in the school where they are employed. However, parent coordinators may be invited to attend meetings as observers or presenters in schools in which they are employed. They also may be asked to serve on SLT subcommittees.

Other school staff may not serve as parent members on the SLT in the school(s) where they are employed. Both the parent coordinator and other school staff members may, however, serve as parent members in other schools their children attend.

District office staff may not serve on any SLT as a parent member in the district in which they are employed.

Staff of the School Support Organizations (SSOs) may not serve as parent members on an SLT in any school that purchases services from the SSO.

2. Students and Community Based Organizations

SLTs also may include students (minimum of two students is required in high schools) and representatives of Community Based Organizations (CBOs). Students and CBO members of the SLT do not count when determining if a team has an equal number of parents and staff (see Section III(C)(1)).

D. Chairperson/Co-Chairpersons

1. Once the team is constituted, it must select a Chairperson or Co-Chairpersons from among its membership. The Chairperson or Co-Chairpersons need not be mandatory members. SLTs may select members who are not mandatory members as Chairperson or Co-Chairpersons to maximize participation on the SLT.
2. The Chairperson is responsible for scheduling meetings, ensuring that team members have the information necessary to guide their planning, and focusing the team on educational issues of importance to the school. The Chairperson ensures that voices of all team members are heard.

E. Secretary

Each SLT must select a member of the SLT to serve as secretary. The secretary will be responsible for sending SLT meeting notices and for keeping the minutes of SLT meetings. Such minutes must be maintained at the school, with a copy



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provided to the PA/PTA. The school principal may designate an office staff member to assist the SLT secretary.

## F. Community and Citywide Education Councils

Community Education Council (CEC) members act in a liaison capacity with the SLTs of the schools in their respective community school districts. Members of the Citywide Council on High Schools (CCHS) serve in a similar capacity for the high schools throughout the system, as do the members of the Citywide Council of Special Education (CCSE) with regard to District 75 schools. The liaison function includes attending meetings as observers and/or presenters, and participating on SLT committees and subcommittees when invited by members of the SLT.

## IV. **ESTABLISHING A SCHOOL LEADERSHIP TEAM**

### A. In a new school:

In order to establish a SLT, a school must first establish a PA/PTA. Chancellor's Regulation A-660 sets forth the process for doing this. Once the PA/PTA has been established, the school must follow the procedure below.

### B. In a school with an existing PA/PTA:

The PA/PTA President or designated Co-President, the Principal and the UFT Chapter Leader or their designees must work together to draft bylaws for the SLT. It is then the responsibility of each of the constituent groups to elect or select<sup>3</sup> its member representatives in accordance with the SLT's bylaws.

1. In elementary schools, middle/intermediate schools, District 75, and District 79, the mandatory members of the team may contact their District Family Advocate and Presidents' Council for technical assistance and guidance through this process (see Section VI below).
2. In high schools, the mandatory members of the team may contact their Borough Director (BD) for the Office for Family Engagement and Advocacy and Borough High School Presidents' Council for technical assistance and guidance (see Section VI herein).

Once the entire SLT is in place, it must review and adopt the team's bylaws.

Schools that have multiple sites will have one SLT, but the SLT may create subcommittees to assess the needs of all the sites and to report their findings to the SLT.

## V. **DISTRICT LEADERSHIP TEAMS**

A District Leadership Team (DLT) encompassing grades K-12 must be formed in each community school district. DLTs fulfill the requirements of Section 100.11 of the

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



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Commissioner's Regulations regarding the district-level plan for the participation of parents and staff in school-based planning and shared decision making.

The required members of the DLT are:

- Community superintendent (or designee)
- High school superintendent(s) responsible for high schools that are geographically located within the district (or designee(s))
- CSA representative
- UFT representative
- DC 37 representative
- President of the district's Presidents' Council (or designee)
- President of the borough high school Presidents' Council (or designee)
- Chairperson of the Title I District Parent Advisory Council (or designee)

Community based organizations (CBOs), the president of the District CEC (or designee), and a member of the Citywide Council on High Schools whose child attends a high school geographically located within the district also may be included on the DLT.<sup>4</sup>

The DLT will develop the District Comprehensive Educational Plan (DCEP) with the Office of School Improvement. The DCEP must include annual goals and objectives that are aligned with the district's and the Chancellor's goals. DLTs also will provide support, guidance, technical assistance, and conflict resolution to the SLTs in their districts.

In addition, the DLT will conduct a biennial review of the district's 100.11 plan to evaluate the effectiveness of shared decision making in the district. The DLT must complete the Biennial Review Form (Attachment A) and submit it to the Office for Family Engagement and Advocacy by January 15<sup>th</sup> of each even-numbered year beginning in school year 2007-2008.

## **VI. SUPPORT FOR SCHOOL AND DISTRICT LEADERSHIP TEAMS**

Every community school district and District 75 will have a District Family Advocate (DFA), and each borough will have a Borough Director for the Office of Family Engagement and Advocacy (BD) to work with high schools, who will provide comprehensive services to assist SLTs and DLTs, including professional development and technical support. Further, superintendents may seek the assistance of DFAs and BDs in the formation of DLTs.

<sup>4</sup> A DLT also is required for District 75. The District 75 DLT shall consist of the Superintendent of District 75, a CSA and UFT representative, and the president of the District 75 Presidents' Council (or designee). CBOs and the president of the Citywide Council on Special Education (or designee) also may be included on the District 75 DLT.



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DFAs and BDs, as appropriate, will act as facilitators to assist all team structures in carrying out their roles and responsibilities. The DFAs and BDs will work closely with district and school teams to facilitate their ability to fulfill their responsibilities as described in this regulation.

The DFA will work in coordination with the Community Superintendent to support and assist DLTs. DFAs will provide regular training sessions to the SLTs and DLTs in their district.

The BDs will provide regular training sessions to the SLTs in the high schools.

Key areas for training include, but are not limited to:

- roles and responsibilities
- team operations;
- assessing school-wide needs;
- understanding the school budget; and
- engaging families and communities in the review and development of a comprehensive educational plan.

Additionally, DFAs and BDs will collect information from PAs/PTAs in order to provide the Office for Family Engagement and Advocacy with a quarterly status report on SLT and DLT activities beginning December 1 of each year. A template for the report will be provided to DFAs and BDs by the Office for Family Engagement and Advocacy.

## **VII. SCHEDULING OF MEETINGS**

SLTs should meet at least once a month during the school year. Meetings must take place on school premises and be scheduled at a time convenient to parent members (day or evening). Mandatory members or their designees are expected to attend all meetings of the SLT.

In order to complete the Biennial Review Report, DLTs will convene a minimum of three times in even numbered years and six times in odd numbered years.

## **VIII. DECISION MAKING/PROBLEM SOLVING**

SLTs must use a consensus-based decision-making process as their primary means of making decisions. Teams must develop methods for engaging in collaborative problem solving and solution seeking that will lead to consensus-based decisions and, when necessary, effective conflict resolution strategies.

When a team has made every effort to resolve an issue and members cannot reach agreement, the team should seek assistance from its DFA (for community district schools) or BD (for high schools). Where team members have difficulty obtaining information or wish to obtain assistance in resolving issues relating to consultation with the school principal, they may seek assistance from the DFA or BD. If the DFA or BD is



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unable to resolve such issues to the satisfaction of team members, team members may send a written request for assistance to the DLT.

## **IX. REMUNERATION/RECORD KEEPING**

- A. To be eligible to receive the annual remuneration of \$300, SLT members, including students and CBO representatives, must complete 30 hours of service on the SLT and attend a mandatory training session on CEPs and budget, offered by the Office for Family Engagement and Advocacy. Team members who attend training but serve less than 30 hours may request remuneration on a pro-rata basis.
1. Team members are responsible for ensuring that all records documenting the number of hours served are submitted to the Chairperson for processing.
  2. Individual members must choose whether to accept or waive the annual remuneration and donate the funds to be used for other school purposes. Team bylaws may not dictate any specific choice.
- B. Attendance and minutes must be recorded at every meeting.

## **X. SLT RELATIONSHIP WITH OTHER SCHOOL BASED ENTITIES**

In its role as the school's planning and review body, the SLT is the central coordinating team in the school, and it should help to facilitate communication among the various school committees.

- A. Chancellor's Regulation C-30 Level I Committee
- In accordance with Chancellor's Regulation C-30 governing the selection of Principals and Assistant Principals, members of the SLT are eligible to serve on the Level I C-30 Committee, subject to the requirements set forth in Chancellor's Regulation C-30. However, if parents from the SLT are not available to serve on the Level I C-30 Committee, the Chairperson of the Level I Committee shall offer the officers of the school's PA/PTA the opportunity to serve.<sup>5</sup>
- B. School Redesign/Planning Teams
- The superintendent or his/her designee will consult with the SLT regarding any redesign or restructuring plans for the school.
- For more information on School Redesign/Planning Teams and mandates for SURR and NCLB/SED Planning for Restructuring schools, please contact the Office of Accountability at (212) 374-6099.
- C. Others Schools in the Building
- In buildings that house multiple schools, the SLTs are encouraged to meet at least twice a year to discuss issues of mutual concern.

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



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## **XI. CONSULTATION WITH PARENTS**

To meet No Child Left Behind requirements, School and District Leadership Teams will serve as the vehicle for consultation with parent representatives regarding federal reimbursable funding (e.g., Title I). School and District Leadership Teams should maintain documentation on file to verify that this required consultation has taken place.<sup>6</sup>

## **XII. BYLAWS**

Every SLT must develop bylaws and operating guidelines to provide clear direction about SLT responsibilities. All bylaws must be consistent with this regulation. A bylaw template is attached as Attachment B. Bylaws should incorporate key decisions about team membership and operations.

All bylaws **must** address the following areas:

- the roles of team members and Chairperson;
- team composition;
- quorum;
- method of election of parent and staff members;
- method of selection of Chairperson;
- method of selecting CBOs and student members where applicable;
- length of term and term limits;
- process for removal of Chairperson and members;
- method for making decisions (i.e. consensus or majority rule) and procedures to be followed if the team has a need for conflict resolution;
- filling vacancies;
- role of observers during meetings;
- who can speak at meetings;
- how agendas are established;
- that the team must meet at least ten times per school year;
- number of meetings that can be missed, and consequences of missing more than the designated number of meetings;
- whether the terms of non-mandatory parent members should be staggered.
- that there is a secretary

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



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SLTs may require through their bylaws that they meet and coordinate with other school committees such as the Parent Association/Parent Teacher Association and the Title I Committee to ensure that all school-wide committees are working toward the same goals set forth in the CEP.

SLT bylaws should be reviewed by the team at least biennially. Each team must provide a list of its members and a copy of its current bylaws to the District Family Advocate or Borough Director for the Office for Family Engagement and Advocacy, whichever is appropriate, annually, by October 31. If the SLT makes changes in its bylaws or there is a change in membership, notice of the changes must be forwarded to the District Family Advocate or Borough Director for the Office of Family Engagement and Advocacy.

## **XIII. GRIEVANCES**

- A. Parents may file a written complaint regarding the election of parents to serve on the SLT in a school their child attends.
- B. Such complaint must be filed with the appropriate superintendent<sup>7</sup> within seven days of the election. A decision will be rendered by the superintendent within seven days of receipt of the complaint. If a decision cannot be rendered within seven days because of a continuing investigation or a referral to other authorities, the superintendent must issue a response explaining the reason for the delay within the seven day period, and must include a projected date for a final decision. Where interim remedies are appropriate, they should be included in the response.
- C. Parents may appeal the decision of the superintendent to the Chancellor. Such appeal must be filed within three days of receipt of the superintendent's decision. Appeals must be sent to the Chancellor c/o The Office of Legal Services, 52 Chambers Street, Room 308, New York, NY 10007. The Chancellor will render a decision within seven days of receipt of the appeal. If a decision cannot be rendered within seven days because of a continuing investigation or a referral to other authorities, the Chancellor must issue a response explaining the reason for the delay within the seven day period, and must include a projected date for the final decision. Where interim remedies are appropriate, they should be included in the response. The decision of the Chancellor on appeal is final.

## **XIV. GUIDANCE AND ASSISTANCE**

The Office for Family Engagement and Advocacy will provide guidance and respond to inquiries regarding the implementation of this regulation.

The Office of Accountability will address inquiries regarding the development and review of school and district level Comprehensive Educational Plans and the role of SURR and School Redesign teams (see Section X).

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<sup>7</sup> Complaints regarding community district schools are filed with community superintendent; complaints regarding high schools are filed with the high school superintendent; complaints regarding District 75 schools are filed with the District 75 superintendent.



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The Office for Family Engagement and Advocacy in consultation with other central offices also may issue guidelines to supplement this regulation.

All other general inquiries pertaining to this regulation should be addressed to:

Telephone:  
212-374-2323

*Office for Family Engagement and Advocacy*  
NYC Department of Education  
49 Chambers Street – Room 503  
New York, NY 10007

Fax:  
212-374-0076

**Checklist for Completion of CR 100.11 Biennial Review Items**

	Must be approved by the Department of Education	Must be submitted to New York State Education Department via on-line form	Board-approved plan and report must be kept on file and available for review at the offices of the local or district superintendent
<p><b>Review Components</b></p> <p><b>Part 1: District Information Sheet</b></p> <p>Complete identifying information about the school district and the person submitting the form. Include signatures indicating endorsement of the biennial review by the designated representatives of the required constituency groups, or provide a statement indicating why endorsement was not given.</p>	3	3  (without signatures)	3
<p><b>Part 2: Statement of Success: Required Components</b></p> <p>For each of the six (6) required components of the plan, check the box that most closely reflects the opinion of the board of education, in collaboration with the district committee, regarding the successful implementation of that component.</p>	3	3	3
<p><b>Part 3: Statement of Assurance</b></p> <p>Following the amendment or recertification of the district's plan for planning and shared decision making by the board of education at a public meeting, the board president completes and signs the form.</p>	3	3  (without signatures)	3
<p><b>Recertified Plan, when applicable</b></p> <p>Do not submit a copy of the recertified plan. Recertification indicates that there are <u>no</u> changes in the plan and it remains as approved.</p>	3		3

**BIENNIAL REVIEW OF SHARED DECISION MAKING  
CR 100.11**

<b>1.</b>	<b>DISTRICT INFORMATION SHEET</b>
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<b>School District:</b>	
<b>Address:</b>	
<b>BEDS Code:</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Person Submitting Form:</b> <i>(Print or Type Name)</i>	
<b>Title:</b>	
<b>Telephone:</b> (       )	
<b>E-mail Address:</b>	

<b>Endorsements Received:</b>	<b>Signatures:</b>
<b>Administrators</b>	
<b>Teachers</b>	
<b>School-Related Parent Organizations</b>	

**2.****STATEMENT OF SUCCESS: Required Components**

Boards of education, in collaboration with district planning committees, are to submit a statement of success of the district plan in achieving its objectives. Section 2 provides an opportunity to collectively reflect on the required components of the plan.

For each of the six component areas shown below, check the box for the rating which most closely reflects the agreement of the board of education and the district committee regarding the overall level of implementation for that component of the plan by the Building Teams.

<b>COMPONENT AREAS</b>	<b>A. Not Addressed or Not Implemented</b>	<b>B. Inconsistent Implementation and Success</b>	<b>C. Minimal Implementation and Success</b>	<b>D. Moderate Implementation and Success</b>	<b>E. Consistent Implementation and Success</b>
Educational Issues Subject to Shared Decision Making					
Involvement of All Parties					
Means and Standards Used to Evaluate Improvement of Student Achievement					
Accountability for Decisions					
Dispute Resolution Process					
Coordination of State and Federal Requirements for Parental Involvement					