

Resolution

District Plan for School Based Planning and Shared Decision Making

Whereas, 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;

Whereas, the District's committee of stakeholders which includes the Buffalo Teachers Federation (BTF), Buffalo Council of Supervisors and Administrators (BCSA), Professional Clerical and Technical Employees Association (PECTA), Buffalo Educational Support Team (BEST), and the District Parent Coordinating Council (DPCC) developed and approved a District Plan for school-based planning and shared decision-making;

Whereas, the School Based Management Team (SBMT) will be the mechanism by which the school-based planning and shared decision making is implemented at the school level; and

Now therefore, be it resolved that that the Board of Education approves the following:

The District Plan for School Based Planning and Shared Decision Making which is attached hereto as Attachment A

BOARD of Education
APPROVED

AUG 23 2015
MKER
BOARD Office

ATTACHMENT A

Buffalo Public Schools

District Plan for School – Based Planning And Shared Decision Making

"Putting children and families first to ensure high academic achievement for all"

1

Revised 02/06/15

Our Vision for School Based Management Teams (SBMT) In the Buffalo Public Schools

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, sexual orientation, or disability.

SBMTs will:

- Develop, monitor and revise their schools School Comprehensive Education Plan (SCEP) or School Improvement Grant (SIG) Plan and School-Based Budget
- Be agents of restructuring, not solvers of day-to-day problems
- Be facilitators of decision, rather than exclusive decision makers
- Develop and review annually a mission statement that will be the product of collective dialogue and commitment to meeting the needs of learners (see pg. 5)
- Strive to model and promote the habits of life-long learners on an organizational as well as personal basis
- Seek advice from individuals and the educational research base to help shape their decisions and strategies for change
- Reach out to their constituents on a regular basis and continually work toward the development and use of effective communication skills
- Be knowledgeable of consensus decision making and work to effectively seek consensus
- Strive to enlist the participation of all members of the school community and respect the needs of others to develop ownership in the change process, and establish timelines that will allow for maximum participation
- Advocate for increased student achievement
- Set norms, standard operating procedures, and expectations for the group (see pg. 6)
- Team training will be offered annually and will be offered for new members as needed
- All members of the SBMT shall serve one-year terms, and shall then be eligible for re-election. Elections will be held annually, for terms to be served the following school year

"Putting children and families first to ensure high academic achievement for all"

Plan Elements 1 – Manner and Extent of Expected Involvement of All Parties

Each School will have an SBMT composed of the following stakeholders and alternates to be selected as described below:

- **Mandated core members of the SBMT** – according to Commissioner Regulations 100.11
 - ❖ **Recommended members** – school based determinations
-

- **Administrators**

At least one administrator (principal or assistant principal) will serve on the SBMT. The school-based administrator(s) will utilize Central Office administrator(s) as either a regular member(s) of the SBMT or on an “as needed” basis. One administrative alternate should be selected to represent the principal or assistant principal should they be unavailable to attend a meeting.

- **Teachers**

At least five (5) teacher members, one of whom will be the Buffalo Teachers Federation (BTF) Delegate Chair or Building Committee member, as mandated by the BTF, will be selected by secret ballot of the entire teaching staff at each school. Vacancies will be filled in the same manner. Both will include a secret ballot and nomination process. One teacher alternate, for each teacher member, should be selected to represent a teacher who is unavailable to attend a meeting.

- **Parents**

Parent members of SBMTs will be chosen by the parent organization at each school. At least five parents will be chosen, one of whom will be a District Parent Coordinating Council (DPCC) representative. One will be the president of the Parent Organization, who may choose a proxy at will. One will be the Parent Facilitator at that school. There will be an alternate for each of these members in the event of unavailability.

1. **Definition of “Parent”**

- a. Be a parent/grandparent, legal guardian or person acting “in loco parentis” (as per CR 100.11) regarding all aspects of a child’s education
- b. Must have a child or children enrolled currently at the school, and be a non-employee

- ❖ **Teacher Aides/Assistants**

Where possible at least one teacher aide/assistant will be invited to serve on the SBMT/SCEP. If the number of teacher aides/assistants employed at the school exceeds the number of teacher aide/assistant seats, nominations will be taken and a secret ballot election will occur.

“Putting children and families first to ensure high academic achievement for all”

At least one member will be a Buffalo Educational Support Team (BEST) Building Representative.

❖ **Students**

The SBMT, in consultation with the student council will determine the process for the selection of at least three student members in grade 5 or above, and the SBMT and student representation should be present no later than the second meeting. Parent approval for participation must be secured. However, in schools with no student council, the SBMT will determine the manner in which students are selected.

❖ **School Staff**

Optional school staff will be identified and invited by consensus of the core members of the SBMT based on the particular needs and issues of that school.

❖ **Community Members**

Optional community members will be identified and invited by consensus of the core members of the SBMT, based on the particular needs and issues of that school. Broad based community involvement is encouraged.

District Committee

A District Committee (DC) will consist of six (6) administrators, seven (7) teachers, twelve (12) parents, four (4) teacher aides/assistants, one (1) representative of the Professional Clerical and Technical Employees Association (PCTEA), and the student representative on the Board of Education with one (1) additional student from the Inner High Council identified as an alternate. A quorum for the DC will consist of at least one (1) representative from the following groups: administrators, teachers, parents, and teacher aides/assistants. The DC will:

1. Receive from the SBMTs recommendations which they believe will facilitate the implementation of the District Plan
2. Make recommendations to the Superintendent and the Board of Education based on the recommendations of the SBMT and
3. DC will meet at least four times a year. In cooperation with the School District, a formal process to receive, collate and review this information will be established, implemented, and conducted by the DC

Consensus

SBMTs will make all decisions based on consensus.

Simply defined consensus means that all members "can live with" the decision. Consensus ensures that all parties have involvement in the decision. Consensus is not synonymous with

"Putting children and families first to ensure high academic achievement for all"

unanimous agreement. When decisions are reached by a consensus it is not unanimous agreement. When decisions are reached by a consensus, it is not necessary that all members completely agree. It is only necessary that they minimally agree. Before consensus can be reached, each member of the SBMT has the right and the obligation to express any disagreement, and to propose a compromise. Through such discussion, team members develop a sense of ownership in the decision, because all parties have had a say in the decision.

Quorum

The presence of at least one member from each mandated group will constitute a quorum. All SBMTs will have one from each of its mandated constituent groups before matters can be discussed.

It is understood that some schools may have difficulty seating the required number of parents. At those schools, the SBMT will provide notice of its meeting at least ten days to two weeks before each meeting is to take place. The SBMT may meet and function before the specified number of parents have been selected, provided that the SBMT documents in its minutes, that the school has acted in good faith to recruit the required number of parents. The school will continue to actively recruit parents until all seats are filled.

Plan Element 2 – Educational Issues

SBMTs will be empowered to develop, monitor and revise the SCEP or SIG Plan to address a broad range of educational issues as they relate to the improvement of student performance in their individual building. The key test of the acceptability of an issue or item will be its relationship or potential relationship to enhancing desired student performance.

The key charge of all SBMTs will be to seek broad-based agreement among all the school stakeholders on activities, practices or policies that significantly impact and improve student achievement. To accomplish this general charge, SBMTs are advised to make certain preliminary decisions that establish team procedures before addressing educational issues. These decisions will solidify the SBMT and provide a focus and framework for subsequent decision-making.

The number of educational issues SBMTs may address is extensive. However, the DC has determined that many issues fall under these broad headings as it pertains to student achievement.

1. STUDENT ACHIEVEMENT
2. STUDENT SUPPORT
3. PARENTAL INVOLVEMENT
4. BUDGET/RESOURCE ALLOCATION

SBMTs should not interpret the following in-depth treatment of these areas to mean that they must address these issues to the exclusion of any other issues. Each SBMT should determine and address the issues of greatest importance at its school.

“Putting children and families first to ensure high academic achievement for all”

Preliminary Decisions and Procedures

To determine which issues merit prompt attention, SBMTs are encouraged to:

- Develop a set of desired student outcomes that will drive the decision making process on issues and programs, determine whether the outcomes are being met, and take appropriate action based on that review.
- Develop a set of ground rules that will help establish a harmonious and productive working relationship among all stakeholders. Ground rules may include meeting times, places and dates, action teams, conflict management, attendance, punctuality, and assignments between meetings.
- Participate in training that will build the skills of stakeholders. Sources of assistance and training will be available to all schools.

Potential Decision Making Issues

SBMTs will have the freedom to determine which educational issues they will address, within the parameters of existing laws, regulations and contractual regulations.

Many issues eligible for school-based decisions making fall into the general categories of (1) Student Achievement, (2) Student Support, (3) Parental Involvement and (4) Budget and Resource Allocations, some issues encompass aspects of all four areas. SBMTs are not mandated to discuss these areas, but are urged to review existing policies as they compare to the following recommendations. As stated previously, SBMTs should not limit their discussions to these four areas, but should explore all issues that affect student performance.

- **Student Achievement**

SBMTs will make decisions regarding the education of all students at that school. The SBMT decisions will be based on the stated purpose: "To improve the educational performance of all students at the school." (CR – 100.11)

Issues that cannot be decided at the school-based level are those that involve laws, regulations and contractual obligations.

However, these restrictions should not limit the SBMT discussions about such issues. SBMTs should keep in mind that although some decisions cannot be made at the school-based level, recommendations can be made and actions initiated utilizing those bodies legally empowered to grant modifications or variances. The SBMT will communicate with everyone involved about such recommendations or decisions. This communication includes both dispersing information and receiving information from others

- **Student Support Services**

"Putting children and families first to ensure high academic achievement for all"

In evaluating and existing programs or developing new ones, SBMT discussions may include, but are not limited to, the following topic areas:

- Philosophy of student support services (e.g., definition of discipline: alternatives to punishment, interventions with students, parental outreach regarding the impact of discipline on student achievement.)
- Application of plan(e.g., concept of transferring students, alternatives to suspension, advocacy for children, consistency of application, the formation of school buses, consequences and rewards, sensitivity to student placement, student involvement in rules and responsibilities.)
- Tools for applications (e.g., alternatives to school suspension, development of behavior mediation by peers or mentors, role of Intensive Learning Center (ILC)/Intensive Learning Lab (ILL)/detention, conflict resolution, involvement of parents, advocacy for child(ren).
- Training of school community (e.g., multicultural awareness/sensitivity to uniqueness/diversity of cultures, peer mediation, looking for causes of behavior, not just behavior, training on specific modes, conflict resolution, mentors, relationship between curriculum and discipline; proactive philosophy and approach.)
- Inside/Outside Linkages (e.g., social work agencies, work/study programs, health services, religious organizations. Supportive and transitional service agencies, parent outreach, legal organizations, conflict resolution teams and business connections.)

- **Parental Involvement**

SBMTs will ensure that parents are involved in the planning, implementation and evaluation of all programs funded by the state and/or federal government including, but not limited to:

- Title I
- ELL
- ESEA (Elementary and Secondary Education Act); NCLB
- Occupational Education
- Special Education
- Office of Indian Education

Where feasible and appropriate at each school, SBMTs will provide adequate representation for parents whose children are enrolled in Title I, ELL, ESEA, Occupational Education, Special Education and the Office of Indian Education as members of the SBMT, assuming all other eligibility requirements are met as determined by this plan.

Parents will be informed that all decisions made by the SBMT on educational issues will take into consideration the resources, instruction and program needs of students served by these state and/or federal programs in order to ensure a coherent, integrated continuity of service.

"Putting children and families first to ensure high academic achievement for all"

In certain programs, mandates for parental involvement already exist. If those programs prescribe greater parental involvement than what is described in this Plan, those greater requirements will supersede this plan.

Implementation of this plan will reflect compliance with all state and federal requirements. It is understood that, where allowed and needed, variance procedure may be followed.

- **Budget and Resource Allocation**

As SBMTs achieve consensus on specific programs, activities and policies that will help improve student achievement, SBMTs will be granted, whenever feasible, the necessary flexibility in use of available resources to support those program activities.

Resource allocation may include but not be limited to the following: (1) Grants, (2) Supplemental Student Support Services, (3) Parental Involvement (NCLB), (4) Staff Development. Currently, individual schools are able to decide the appropriate use of allocations through the School Based Budgeting process. SBMTs will determine how those allocations will be expended.

Plan Element 3 – Means and Standards to Evaluate Student Achievement

Recognizing that the development of local standards of excellence will require time, the District will continue to measure student achievement as it presently does using the state testing system and citywide testing system until local revised standards are in place.

The following measures will be used (as of June 13, 2014):

Pre K

- mCLASS CIRCLE

Kindergarten – Grade 8

- Peabody Picture Vocabulary Test (PPVT)
- Woodcock Johnson III (primary grades)
- Terra Nova (whole district – grades 1 & 2, Reading First buildings – grades 1-3, includes PLUS)
- Supera (Spanish version of Terra Nova)
- DIBELS (K-6, Early literacy assessment of the English language)
- IDELS (K-3, Eliteracy assessment of the Spanish language. Bilingual program only)
- NYS ELA (grades 3-8)
- NYS Mathematics (grades 4 & 8)
- NYS Science (grades 4 & 8)
- NYSESLAT (English language learners/ELL)
- NYS Alternative Assessments (for special education students only)
- Regents Integrated Algebra (for those schools that offer it)

“Putting children and families first to ensure high academic achievement for all”

- Regents Living Environment (for those schools that offer it)
- LOTE (Language Other Than English) – Second language proficiency/SLP (also known as Foreign Language Proficiency)
- NYSITEL – assesses all new arrivals who are LEP (K-12)
- HMH Journeys/Senderos Benchmark/Unit Assessments (grades K-6)
- HMH Journeys/Senderos Weekly Tests/End of Lesson (grades 1-6)
- HMH Journeys/Senderos Progress Monitoring Assessments (students in HMH Journeys/Senderos Teaching Resources (K) and Write In Reader-Pathway (Y) (grades 1-6)
- SRA Reading Mastery Program Assessments (grades 1-2 students in SRA Direct Instruction Program – Pathway x)
- SRA Corrective Reading Program Assessments (grades 3-6 students in SRA Direct Instruction program – Pathway X)
- V-Port Reading (K-8)
- V-Port Math (K-8)
- Reading Mastery Program Assessments (students in need of Direct Instruction)
- Corrective Reading Program Assessments (students in need of Direct Instruction)

Secondary School - New York State Regents Exams

- Integrated Algebra
- Living Environment
- Geometry
- Physical Setting/Physics
- Comprehensive English
- Physical Setting/Chemistry
- Physical Setting/Earth Science
- U.S. History and Government
- Global History & Geography
- Second Language NYS Proficiency Exam (French, German, Spanish, Italian, Latin)
- RCT Mathematics
- RCT Writing
- Algebra 2/Trig
- RCT Global Studies
- RCT Science
- Comprehensive Regents Exams in a foreign language (French, German, Hebrew, Italian, Latin, Spanish)
- RCT U.S. History and Government

*****NOTE: Regents Competency Tests (RCT) are only for students with disabilities*****

Career & Technical Education (CTE) Department Assessments

“Putting children and families first to ensure high academic achievement for all”

The programs listed below take NOCTI (National Occupational Competency Testing Institute) assessments. The Pretest is administered in the 11th grade and the Posttest is administered in the 12th grade.

- Aquatic Ecology
- Automotive
- CAD/CAM
- Carpentry
- Communication Arts
- Computer Technology
- Electrical Technology
- Engineering Technology
- Gourmet Cooking
- Health Assisting
- Horticulture
- Hospitality
- HVAC
- Plumbing
- Printing
- Virtual Enterprise
- Welding
- Students in the Allied Health program take the following assessments:
 - 11th grade – CPR certification test
 - 12th grade – Certified Nurse Assistant (CNA)
- Hospitality students at Emerson take the ProStart Certification test from the National Restaurant Association
- Students in the CISCO program take the CCNA (CISCO Certified Networking Assistant) assessment for certification

Plan Element 4 – Accountability

Each SBMT will be accountable for the successful implementation and functioning of the team and take ownership of the decisions of the team. Team members and the district all have responsibilities for meeting that goal. These responsibilities include the following:

Each member is responsible:

- For making all decisions based on improving student achievement
- To the students and to the larger school community;
- To both the team and to his or her constituent group;
- For reporting team actions to his or her constituents, and for reporting constituents' ideas, needs and opinions to the team;
- For staying mindful of the team's mission statement;
- For publicly supporting and helping to implement consensus decisions;

"Putting children and families first to ensure high academic achievement for all"

- For conscientiously attending meetings and team training sessions;
- For adhering to any ground rules established by the team

The SBMT is responsible for:

- Publicizing meeting location, dates and times ten days to two weeks before each meeting;
- Selecting meeting times and dates which will allow all constituent groups to participate (e.g., schedule meetings on a rotating basis after school or evening meetings, selecting standards meeting dates, such as the first Wednesday of every month, etc.)
- Making minutes and agendas regularly available (ten days to two weeks before the next scheduled meeting);
- Opening avenues of communications so that all stakeholders have a sense of ownership of the plan;
- Developing a long-term plan and for establishing annual goals and priorities;
- Making itself aware of existing laws and regulations;
- Evaluating implemented decisions in a timely fashion. This will be done through monthly monitoring and reporting by action teams.
- Maintaining contact with other groups at the school (e.g., student council, parent group);
- Notifying the Board of Education when the team is seated and operating;
- Submitting an annual report on the progress of school-based management at its school to the District Committee;
- Making recommendations to the District Committee for actions that will facilitate school-based decision making

Plan Element 5 – Dispute Resolution Process

When a dispute or impasse arises, SBMTs are urged to resolve the problem at the lowest possible level.


To help avert serious deadlocks; all SBMTs will be provided with information on reaching consensus and training in conflict resolution

Role of the District Committee of Stakeholders

1. Review the District's plan periodically (every 2 years) as required by CR 100.11
2. Make recommendations on how to facilitate the implementation of the District Plan to the Superintendent and the Board of Education from recommendations of the SBMT
3. Meet at least four times a year
4. Will receive and review records from SBMTs as needed
5. Maintain communications with SBMTs and funnel concerns to appropriate sources
6. Make recommendations to the Superintendent and the Board that will facilitate and improve shared decision making

"Putting children and families first to ensure high academic achievement for all"

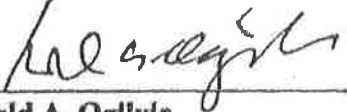
Signature Page:



James Sampson
President
Buffalo Board of Education

Date: _____

2/4/15



Donald A. Oglvie
Superintendent
Buffalo Public Schools

Date: _____

3/24/2015



Samuel Radford
President
District Parent Coordinating Council

Date: _____

3/5/15



Crystal Bell-Barton
President
Buffalo Council of Supervisors and Administrators

Date: _____

3/5/15



Phillip Rumore
President
Buffalo Teachers Federation

Date: 5 March 2015



JoAnn Sweat
President
Buffalo Educational Support Team

Date: 3-18-2015

"Putting children and families first to ensure high academic achievement for all"

Mary Zizzo

Date: 3/19/15

Mary Zizzo
President
Professional Clerical and Technical Employees Association

"Putting children and families first to ensure high academic achievement for all"