



# Regulation of the Chancellor

Category: **STUDENTS**

Number: **A-655**

Subject: **SCHOOL LEADERSHIP TEAMS**

Page: 1 of 6

Issued: 02/03/04

## **ABSTRACT**

Chancellor's Regulation A-655 supercedes and replaces "The Chancellor's Plan for School Leadership Teams" (also known as "The Green Book") dated October 2000. This regulation establishes guidelines to ensure the formation and implementation of effective School Leadership Teams (SLTs) in every New York City Public School. It governs the responsibilities and composition of SLTs, and details the roles of Regional SLT Coordinators and District Leadership Teams.

### **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. Teams are the primary vehicles 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. RESPONSIBILITIES**

The responsibilities of the SLT are to develop and review the school's Comprehensive Educational Plan (CEP), including annual goals and objectives, and to consult with the principal in developing a school-based budget and staffing plan aligned with the CEP. The SLT is not responsible for hiring or firing school staff.

### **III. COMPOSITION**

#### **A. Core Members**

The three core (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.

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



# Regulation of the Chancellor

Category: **STUDENTS**

Number: **A-655**

Subject: **SCHOOL LEADERSHIP TEAMS**

Page: 2 of 6

Issued: 02/03/04

## B. Other Members

1. In addition to the core members, SLTs must include other parents and staff (pedagogic and/or non-pedagogic) from the school. Teams should have an equal number of parents and staff.
2. School teams also may include students (a minimum of two students is required in high schools) and representatives of Community Based Organizations (CBOs).

## C. Size of Team

All SLTs must have a minimum of ten members and may not exceed a limit of 17 members. In determining the size of the team, budget allocations must be considered.

## D. Chair/Co-Chairs

Once the team is constituted, it must select a Chair or Co-chairs from among its membership. The Chair is responsible for scheduling meetings, ensuring that team members have information necessary to guide their planning, and focusing the team on educational issues of importance to the school. The Chair ensures that the voices of all team members are heard.

## IV. ELIGIBILITY

### A. Parents

Parents<sup>2</sup> from the school are eligible to be elected to serve on the SLT. Parents may not serve on the SLT as a parent member in the school in which they are employed, but they may serve in other schools where they have a child in attendance. Parents may be elected to serve on more than one SLT as long as they meet the requirements set forth in this regulation.

### B. Staff

Parent Coordinators may not serve as a member of the SLT in the school where they are employed. District office staff may not serve on any SLT in the district in which they are employed. Regional office staff may not serve on any SLT in the region in which they are employed.

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<sup>2</sup> A parent is defined as a parent, guardian, or person in parental relation to a child. A person in parental relation to a child is a person who is directly responsible for the care and custody of a child on a regular basis in lieu of a parent or legal guardian.



# Regulation of the Chancellor

Category: **STUDENTS**

Number: **A-655**

Subject: **SCHOOL LEADERSHIP TEAMS**

Page: 3 of 6

Issued: 02/03/04

## C. Community School Board Members

Community school board members may not serve on the SLT in the school their child attends.

## D. Community Education Council (CEC) Members

When selected, CECs will serve in a liaison capacity with SLTs. Therefore, CEC members may not serve on the SLT in the school their child attends.<sup>3</sup>

## V. ESTABLISHING A SCHOOL LEADERSHIP TEAM IN A NEW SCHOOL

In order to establish a SLT, the PA/PTA first must be established. Chancellor's Regulation A-660 sets forth the process for establishing a PA/PTA in a new school. Once the PA/PTA is established, the PA/PTA president, the principal and the UFT chapter chairperson 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>4</sup> its member representatives in accordance with the team's bylaws. The core members of the team may contact their Regional SLT Coordinator for technical assistance and guidance through this process. Once the entire team is in place, it must review and adopt the team bylaws.

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

## VI. ELECTION OF PARENTS AND STAFF

To ensure that all members of the school community have the opportunity to participate and to encourage the broadest possible participation, parents and staff must be elected by their own constituent groups in a fair and unbiased manner. All elections must be advertised widely, with reasonable advance notice given, and must be open to all members of the constituent group (e.g., PA/PTA, UFT, DC 37). A minimum of ten calendar days notice is required prior to the PA/PTA's election of its SLT members. In the case of a PTA, only parent members of the school's association may vote to elect parent representatives for the SLT. SLT elections are to be held after the PA/PTA elections in the spring (See Chancellor's Regulation A-660).

<sup>3</sup> This restriction also applies to members of the Citywide Council on Special Education and the Citywide High School Council.

<sup>4</sup> Parent and staff members must be elected; other members may be selected.



# Regulation of the Chancellor

Category: **STUDENTS**

Number: **A-655**

Subject: **SCHOOL LEADERSHIP TEAMS**

Page: 4 of 6

Issued: 02/03/04

## **VII. RELATIONSHIP WITH OTHER ENTITIES**

### **A. C-30 Level I Committee**

In accordance with Chancellor's Regulation C-30 governing the selection of principals and assistant principals, the constituent groups on the SLT shall select their representative(s) for the Level I C-30 Committee. 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/PSTA the opportunity to serve.<sup>5</sup>

### **B. Teams and Committees**

Except in areas directly related to the CEP and budget, the SLT does not oversee the work of other school committees. However, in its role as the school's planning and review body, the SLT is the central coordinating team in the school, and it should facilitate communication among the various school committees.

### **C. SURR Redesign Teams**

In SURR schools, SLTs may be replaced temporarily by a school redesign team, which will be responsible for developing a plan and action steps that will lead to improved student achievement that meets New York State identified performance standards.

### **D. School Uniform Policy**

Chancellor's Regulation A-665 mandates that all elementary schools have student uniforms unless the school community opts out (individual parents also may exercise the right to opt out). The SLT must vote at least once every three years (beginning in 1999) to determine whether the school will mandate student uniforms or opt out of the requirement.

## **VIII. BYLAWS**

Every SLT must develop bylaws and operating guidelines to provide clear direction about SLT responsibilities. All bylaws must be consistent with and in conformance with this regulation. They should incorporate key decisions about team membership and operations.

All bylaws must address the following areas: roles of team members and Chair; team composition; quorum; method of election of parent and staff members; method of selection of Chair; method of selecting CBOs and student members where applicable; length of term and term limits; process for removal of Chair and members; method for making consensus-based decisions and procedures to be followed if the team cannot

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



# Regulation of the Chancellor

Category: **STUDENTS**

Number: **A-655**

Subject: **SCHOOL LEADERSHIP TEAMS**

Page: 5 of 6

Issued: 02/03/04

reach consensus; procedures for determining the need for conflict resolution; filling vacancies; role of observers during meetings; who can speak at meetings; how agendas are established; minimum number of meetings per year; number of meetings that can be missed and consequences of missing more than the designated number of meetings.

SLT bylaws should be reviewed by the team at least biennially.

The Chancellor will issue model bylaws for use by SLTs.

## IX. DECISION MAKING

SLTs must use a consensus-based<sup>6</sup> 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, they should seek assistance from their Regional SLT Coordinator.

## X. SCHEDULING OF MEETINGS

SLTs should meet at least once a month during the school year. Meetings should take place on school premises, and should be scheduled at a time convenient to most parents on the SLT.

## XI. REMUNERATION/RECORD KEEPING

All team members, including students and CBO representatives, are eligible to receive an annual remuneration of \$300 for 30 hours of service on the SLT. Team members who serve fewer hours may request remuneration on a pro-rata basis. Team members are responsible for ensuring that all records documenting the number of hours served are submitted to the Chair for processing. If the team wishes, the team may agree to waive the annual remuneration for all members and utilize the funds for other school purposes.

Attendance and minutes must be recorded at every meeting.

## XII. REGIONAL SLT COORDINATORS

Each Region is staffed by a Regional SLT Coordinator. The Regional SLT Coordinators work under the auspices of the Regional Directors of Student Placement, Youth and Family Support Services in the Office of Youth Development and School-Community Services. They will work directly with regional and local instructional superintendents,

<sup>6</sup> Consensus is a method of reaching agreement acceptable to the group as a whole which may include compromise.



# Regulation of the Chancellor

Category: **STUDENTS**

Number: **A-655**

Subject: **SCHOOL LEADERSHIP TEAMS**

Page: 6 of 6

Issued: 02/03/04

principals, and schools to provide comprehensive services to assist SLTs, including professional development and technical support.

Regional SLT Coordinators will act as facilitators to assist SLTs in carrying out their roles and responsibilities. These Coordinators will work closely with school teams to facilitate team implementation and operation at the school level. In addition, Regional SLT Coordinators will be responsible for developing and conducting a yearly needs assessment for schools in their region and providing direct services to teams based on school and regional needs.

Regional SLT Coordinators will provide regular training sessions to the SLTs in their region. The Office of Youth Development and School-Community Services will identify community-based organizations that are familiar with SLTs and school culture, to augment and support these training sessions. Key areas for training include, but are not limited to: team operations, assessing school-wide needs, engaging families and communities, and developing a comprehensive education plan.

### **XIII. DISTRICT TEAMS**

A District Leadership Team (DLT) should be formed in each district. The role of the DLTs is to provide support and guidance to SLTs within their districts. Administrators, teachers, and parents must be included on the DLT. Each constituent group must select its own participants.<sup>7</sup> Parents must be selected by the district's Presidents' Council. Decisions about the size and composition of the DLT shall be made by the district superintendent in consultation with the district UFT representative and the president of the district's Presidents' Council.

### **XIV. ASSISTANCE**

The Office of Youth Development and School-Community Services (OYDSCS) will provide guidance and respond to inquiries regarding implementation of this regulation. The OYDSCS also may issue guidelines to supplement this regulation.

Inquiries pertaining to this regulation should be addressed to:

Telephone (212) 374-5562	<i>Office of Youth Development and School-Community Services</i> NYC Department of Education 52 Chambers Street – Room 219 New York, New York 10007	Fax (212) 374-5751
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<sup>7</sup> DLT members do not have to be elected by their constituencies; other methods of selection may be utilized.