

## School Based Decision Making



[illegible]

## School Leadership Team Myths

	True or False
Every New York City Public School must have a School Leadership Team.	
The principal is responsible for shaping the path to a collaborative school culture.	
The SLT is the primary vehicle for developing school-based educational policies and ensuring that resources are aligned to implement those policies.	
The SLT assists in the evaluation and assessment of the school's educational programs and their affect on student achievement.	
The SLT reviews the school's annual Comprehensive Educational Plan (CEP) after the principal has created the draft, and it is aligned with the school-based budget.	
In Title I schools, the SLT is responsible for facilitating consultation with Title I parent representatives regarding the joint development of the CEP, Parent Involvement Policy and School-Parent Compact.	
The SLT must have balance between staff and parents; this is not inclusive of the mandatory members of the SLT.	

<b>Governance</b>		
<b>Bylaws</b>	Provide operating guidelines for the team. Bylaws give the team structure and serve as an important reference when discussing procedural rules.	
<b>Team Composition</b>	<p>The SLT must have between 10 and 17 members.</p> <ol style="list-style-type: none"> <li>1. an equal number of parents and staff members</li> <li>2. Constituent group must ensure that SLT elections are open to all members of the constituent group.</li> </ol>	<p>3 mandatory members</p> <ol style="list-style-type: none"> <li>1. Principal</li> <li>2. UFT Chapter Leader</li> <li>3. Parent Association President</li> </ol> <p>Mandatory members are included when determining if an SLT is balanced.</p>
<b>Officers</b>	<ol style="list-style-type: none"> <li>1. Chairperson/Co-Chairpersons</li> <li>2. Secretary</li> </ol>	<p>Other Team Positions</p> <ol style="list-style-type: none"> <li>1. Time Keeper</li> <li>2. Facilitator,</li> <li>3. Financial Liaison</li> </ol>
<b>Quorum</b>	Minimum number of members that must be present for a meeting to be valid.	<ol style="list-style-type: none"> <li>1. bylaws may state a specific quorum number</li> <li>2. include a majority clause</li> </ol>
<b>Term</b>	<ol style="list-style-type: none"> <li>1. CR A-655 does not dictate a required term length for elected SLT members.</li> <li>2. The most common term length is two years.</li> </ol>	<ol style="list-style-type: none"> <li>1. CR A-655 does not require term limits for elected SLT members.</li> <li>2. Most SLT bylaws have set term limits at two terms and include a provision that allows an individual to seek a third term if there are no other interested members of the constituent group.</li> </ol>
<b>Order of Business</b>	<ol style="list-style-type: none"> <li>1. must specify the order of business for SLT meetings</li> <li>2. Provides a framework for each meeting's agenda.</li> </ol>	The Order of Business provision can be amended by consensus of the team.
<b>Meetings</b>	<ol style="list-style-type: none"> <li>1. SLT should meet at least once a month during the school year</li> <li>2. Meetings must be scheduled at a time convenient for the parent members.</li> <li>3. Meetings must be scheduled at a time convenient for the parent members.</li> </ol>	<ol style="list-style-type: none"> <li>1. The SLT should develop ways to ensure that the school community is notified of upcoming meetings.</li> </ol> <p>There are 4 key documents that all SLT members should have at each meeting:</p> <ol style="list-style-type: none"> <li>1. The CEP</li> <li>2. The school-based budget</li> <li>3. The SLT bylaws</li> <li>4. CR A-655</li> </ol>
<b>Remuneration</b>	SLT members are eligible to receive an annual \$300 remuneration for their service, provided they complete at least 30 hours of service on the SLT and attend a mandatory training session.	Team members who complete less than 30 hours of service may request remuneration on a pro-rata basis.

## School Based Shared Decision Making

<b>100.11 PLAN</b>	<b>PARTICIPATION OF PARENTS AND TEACHERS IN SCHOOL-BASED PLANNING AND SHARED DECISION MAKING.</b>
<b>PURPOSE</b>	The purpose of school-based planning and shared decision making is to <u>improve the educational performance of all students</u> in the school, regardless of such factors as socioeconomic status, race, sex, language background, or disability.
<b>BACKGROUND</b>	February 1, 1994, each public school district board of education and each board of cooperative educational services (BOCES) shall develop and adopt a district plan for the participation by teachers and parents with administrators and school board members in school-based planning and shared decision making.



**Learn. Share. Connect.**

## What is School Based Shared Decision Making?

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## Common Decision Making Practices

Process	How Decisions are Made
<b>Unanimous</b>	Occur when all agree without reservation. They are easier for trivial matters, but very difficult for important and/or higher-pressure situations. Be careful not to confuse unanimity with consensus.
<b>Majority rule</b>	Decisions are made when more than half the group votes in favor. This process is used frequently in democracies, and rarely in organizations. Majority decisions, as with any voting situation, risk that you won't have full support and that those not in agreement with the majority may do something less than helpful later. It also carries the possibility of establishing an "us" versus "them" mentality.
<b>Expert</b>	The group delegates the decision-making responsibility to an expert or small subgroup. This type of process is good for situations that do not require the entire group's participation.
<b>Executive Decision</b>	The leader makes the call. Most decisions are executive, and should be. The big mistake is that often the kind and amount of participation leading up to this kind of decision-making isn't what it should be. The best decision-making is typically a highly participative executive decision. This approach is critical when dealing with issues such as team vision and mission.
<b>Default</b>	A decision is made by action, or more likely, inaction that forces a conclusion. It is a powerless form of decision-making and is best avoided.

## The Principles of Consensus Decision Making

Process	How Decisions are Made
<b>Inclusive:</b>	As many stakeholders as possible are involved in group discussions
<b>Participatory:</b>	All participants are allowed a chance to contribute to the discussion.
<b>Collaborative:</b>	The group constructs proposals with input from all interested group members. Any individual authorship of a proposal is subsumed as the group modifies it to include the concerns of all group members.
<b>Agreement Seeking:</b>	The goal is to generate as much agreement as possible. Regardless of how much agreement is required to finalize a decision, a group using a consensus process makes a concerted attempt to reach full agreement.
<b>Cooperative:</b>	Participants are encouraged to keep the good of the whole group in mind. Each individual's preferences should be voiced so that the group can incorporate all concerns into an emerging proposal. Individual preferences should not, however, obstructively impede the progress of the group.



## Lost on the Moon

You are a member of a space crew. You were scheduled to rendezvous with your mother ship on the lighted side of the moon. Due to mechanical difficulties, your ship was forced to land at a spot on the moon 62 miles from the rendezvous point. During landing, most of your equipment was damaged. Your survival depends on reaching the mother ship. Working by yourself, you must choose the most important items for your 62 mile trek.

A list of 15 items left undamaged after landing are noted. Your task is to rank them in order of their importance to your crew in allowing them to reach the rendezvous point. Place a number 1 by the most important item and provide a statement of your rationale.

Place a number 2 beside the next most important item and provide your Statement of rationale. Continue until each item has a number ranking with number 15 being the least important.

Item	Rank	Rationale
Box of Matches		
Food Concentrate		
50 Feet of Nylon Rope		
Parachute Silk		
Portable Heating Unit		
Two .45 caliber Pistols		
One Case of Dehydrated Milk		
Two Tanks of Oxygen		
Stellar Map (of the Moon's Constellation)		
Life Raft		
Magnetic Compass		
Five Liters of Water		
Signal Flares		
First Aid Kit		
Solar Powered FM Receiver-Transmitter		

Answer Key	True or False
Every New York City Public School must have a School Leadership Team.	<i>True</i>
The principal is responsible for shaping the path to a collaborative school culture.	<i>False</i>
The SLT is the primary vehicle for developing school-based educational policies and ensuring that resources are aligned to implement those policies.	<i>True</i>
The SLT assists in the evaluation and assessment of the school's educational programs and their affect on student achievement.	<i>True</i>
The SLT reviews the school's annual Comprehensive Educational Plan (CEP) after the principal has created the draft, and it is aligned with the school-based budget.	<i>False</i>
In Title I schools, the SLT is responsible for facilitating consultation with Title I parent representatives regarding the joint development of the CEP, Parent Involvement Policy and School-Parent Compact.	<i>True</i>
The SLT must have balance between staff and parents; this is not inclusive of the mandatory members of the SLT.	<i>False</i>

## Group Activity

Item	Rank	Rationale
Box of Matches		
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Portable Heating Unit		
Two .45 caliber Pistols		
One Case of Dehydrated Milk		
Two Tanks of Oxygen		
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