

Trenton Board of Education



UNDERSTANDING THE ROLES OF SCHOOL LEADERSHIP COUNCILS

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“Children come first, Los niños son primero”

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BOARD POLICY 1524

SCHOOL LEADERSHIP COUNCILS (M) (Abbott Districts)

The Board of Education adopts this Policy on the duties and responsibilities of School Leadership Councils (SLC) pursuant to N.J.A.C. 6A:10A-4.1(d). Each school in the district shall have an SLC to facilitate the participation of the school Principal, teachers, staff, parents, grandparents or guardians, and the community to develop a culture of cooperation, accountability, and commitment, all with a focus on improving pupil achievement.

The SLC shall assist in the development of, and approve, the school two-year report on instructional priorities. The SLC shall concentrate on the objective of universal mastery of the Core Curriculum Content Standards (CCCS) and helping to create a climate of cooperation and focus on pupil achievement. The Building Principal and instructional staff are responsible for implementation and the SLC shall not manage the day-to-day implementation of school policies.

The SLC membership shall include the Building Principal, representatives of teachers, of non-instructional support staff, of parents, and of the community. The SLC may include pupils, however, Board members shall not serve on the SLC. Parents employed by the school district, but not employed at the school, are eligible to serve on a SLC as a parent representative. No group identified above shall constitute more than fifty percent of the SLC membership.

Election of representatives to the SLC shall be as follows:

1. Certificated staff members shall elect representatives of certificated staff. The election process shall be agreed upon and conducted jointly by the Building Principal and the building representative of the bargaining unit, or his/her designee if the building representative is a candidate.
2. Non-certificated staff members shall elect non-certificated staff representatives. The election process shall be agreed upon and conducted jointly by the Building Principal and the building representative of the bargaining unit, or his or her designee if the building representative is a candidate.
3. Parents and guardians shall elect parent representatives. The election process shall be agreed upon and conducted jointly by the Building Principal and the president or chairperson of the school's parent organization/association or his/her designee if the parent leader is a candidate in the election. Such election shall only occur after notifications have been sent home with the pupils and other steps have been taken to attract a broad and diverse candidate pool and to assure maximum participation in the election. A parent who is an employee may not be a parent representative at the school where he or she is employed; and
4. The community representative(s) shall be nominated by the Building Principal and approved by the SLC.

A SLC shall operate as follows:

1. The minimum term for each representative is two years. Terms shall be staggered to ensure continuity. A representative who has served his/her term may be eligible for re-election if nominated and elected in accordance with the election process described above. A parent with children in more than one school may be elected to serve on more than one SLC, if permitted by the school district guidelines.
2. The guidelines for SLC operations, elections, and for the removal of members shall be in accordance with N.J.A.C 6A:10A-5 and this Policy. The guidelines are established to suggest means of effective outreach to improve participation by parents, guardians, and the community.
3. A member of the SLC shall receive no compensation for his or her services except that:
 - a. This provision shall not preclude payments to an employee pursuant to a collective bargaining agreement for hours beyond the school work day; and
 - b. A member of the SLC may be reimbursed for reasonable expenses at the discretion of the school district.
4. The SLC shall meet at least monthly in public sessions publicized in advance. The times, place, and dates of meetings shall be agreed to by a majority of the SLC membership.
5. The SLC may establish subcommittees and working groups as needed. Membership on subcommittees and working groups shall be open to members of the school community not serving on the SLC.
6. The SLC shall adopt By-laws that are consistent with school district guidelines and requirements and the provisions of N.J.A.C. 6A:10A-5.
7. The SLC may report difficulties that threaten the orderly discharge of its responsibilities to the Superintendent of Schools, who shall assist in resolving such difficulties by providing mediation, additional training, or technical support.
8. Any SLC not in compliance with N.J.A.C. 6A:10A-5 or which has been characterized as ineffective by a Collaborative Assessment and Planning for Achievement (CAPA) team, shall, with the Superintendent of Schools, produce a transition plan that identifies actions to make the SLC more effective, which may include requests for appropriate waivers or equivalencies of the requirements established in N.J.A.C. 6A:10A-5.

The SLC shall be the collaborative advisory and decision-making body to improve teaching and learning in the school. The SLC shall, under the leadership of the Building Principal:

1. Continuously analyze pupil performance assessment data; and work with the Building Principal and faculty to identify obstacles to improved performance;
2. Review the school-based budget prepared by the school district central office for accuracy and to ensure that the needs of pupils, faculty, and the school are addressed. The SLC may propose modifications, consistent with the school district budgeting procedures and criteria. The SLC must document its recommendations;
3. Participate in training provided by the school district or the New Jersey Department of Education;
4. If the SLC has completed all school district training to participate in Building Principal selection, the SLC shall recommend three candidates for Building Principal to the Superintendent of Schools.
5. Collaborate with the CAPA team;
6. Develop the school report on instructional priorities, review its implementation, amend it in light of performance data and circumstances, and make it available to the school community and the school district; and
7. Maintain minutes and an agenda for all SLC meetings and make them available to the school community. Copies of the minutes shall be transmitted on a timely basis to the Superintendent of Schools.

The school district shall provide training to SLC members, for which it may request the assistance of the Local Support Team. The training shall include, but not be limited to:

1. Roles, relationships and responsibilities of the SLC;
2. Development, implementation, and evaluation of the school two-year report on instructional priorities and the school's annual budget;
3. Assessment of instructional needs, use of test results and other measures of pupil achievement to identify obstacles to improving pupil achievement, and identification of possible instructional strategies to reduce such obstacles;
4. Curriculum and instruction including the scope and content of the CCCS; as well as the school's obligations to, and programs for, English Language Learner (ELL) pupils and special education pupils;
5. Teamwork and consensus building;
6. Personnel, including certification requirements, NCLB standards for highly qualified teachers and the classroom observation and evaluation process; and

7. The requirements of NCLB and other laws or regulations that govern school operations and the delivery of instruction.

The Superintendent of Schools shall remove a SLC member who has not fulfilled the training requirement. Any member so removed may appeal to the Commissioner, pursuant to N.J.A.C. 6A:3, Controversies and Disputes.

N.J.A.C. 6A:10A-4.1(d)
Adopted: 16 May 2011

A SCHOOL LEADERSHIP COUNCIL FUNCTIONS AS A TEAM

A team is not simply a group. A team is defined as a group of people who bring to the table a set of complementary and appropriate skills, and who hold themselves mutually accountable for achieving a clear and identifiable set of common goals.

It takes more than one person to make a team...there must be collaborative work toward a common goal.

I. Purpose

a. **Definition** - "School Leadership Council" or "SLC" means a collaborative school-based planning and advisory body established in accordance with Trenton Board of Education Policy 1524.

b. **Commitment to the Work**

The SLC shall assist in the development of the school's report on instructional priorities (SIP – School Improvement Plan);

The SLC shall concentrate on the objective of universal mastery of the Common Core Curriculum Standards (CCCS) and Next Generation Science Standards (NGSS), improving student achievement and helping to create a climate of cooperation. The school principal and instructional staff is responsible for implementation. The SLC shall not manage the day-to-day implementation of school policies;

The SLC must adhere to all Board of Education Policies; and

The SLC must adhere to State and Federal guidelines.

COMMUNICATION STYLES: A SELF-ASSESSMENT EXERCISE

II. Understanding the Roles of School Leadership Councils

a. **Governance & Shared Leadership**

The Trenton Public School District understands that schools operate best for the education of all our children when there is a close, cooperative relationship among parents, teachers, students, support staff, administration and the community. Planning for this operation must engage those stakeholders at the building level.

In this way, a stronger bond is formed between the school, parents and community. Realization of a common purpose will promote and foster an atmosphere of teamwork towards the attainment of educational goals, and related programs to enable all students to achieve.

Each school in the Trenton School District shall establish a School Leadership Council (SLC). The School Leadership Council shall meet at least once per month and the minutes of all meetings will be maintained and circulated to staff, parents and community.

b. **Membership & Selection Process**

i. The School Leadership Council shall include:

- School Principal or designee;
- Teachers;
- Board Employed Non-instructional Support Staff;
- Parents – Equal to the number of teachers. [No school board member may serve as a parent representative on a SLC.];

- Community Members selected by building principal; and
 - Students.
- i. No group identified above shall constitute more than 50 percent of the SLC membership.
 - ii. The SLC may not take formal action in a meeting unless a majority of the SLC members are present.
 - iii. All members of the SLC must receive district-wide training to serve on the SLC prior to the commencement of each school year.
 - iv. Election of School Leadership Council Members
 - Certificated staff members shall elect representatives of certificated staff (i.e., teachers must elect and vote for teachers). The election process shall be conducted by the chief building representative of the bargaining unit.
 - Non-certificated staff members shall elect non-certificated staff representatives. The election process shall be conducted collaboratively by the building representatives of the non-certificated bargaining units.
 - Parents and guardians shall elect parent representative. The election process shall be and conducted by the president or chairperson of the school's parent organization/association or his or her designee - if the parent leader is a candidate in the election.
 - The community representative(s) shall be appointed by the school principal.

c. Bylaws Development

- i. Terms of Office for School Leadership Members
 - Minimum term for each representative is two years. One half of the SLC shall be replaced each year, except for the principal who remains a permanent member.
 - A representative who has served his or her term may be re-elected as established by each stakeholder group election process.
 - Since service on the SLC is voluntary, members who wish to end their service may do so by informing the SLC in writing, with copies forwarded to the Assistant Superintendent's office. An alternate will be identified and recommended by each stakeholder group until the next year's selection process.
- ii. Composition of The School Leadership Council
 The SLC shall consist of the following preK-12 membership:
 - (1) Principal or his/her designee
 - (1) Community Representative
 - (1) Support Staff Member
 - (3-5) Teachers– [3 in Elementary Schools, 4 in Middle Schools, 5 in High Schools]
 - (3-5) Parents– [3 in Elementary Schools, 4 in Middle Schools, 5 in High Schools]
 - (1) Student [in Middle Schools and High Schools]

- iii. Roles on the School Leadership Council
 - Chairperson will facilitate meetings; and meet a minimum of three (3) times a year (fall, winter, spring) with Superintendent or his designee.
 - Assistant Facilitator will facilitate the meeting in absence of the chair.
 - Recorder will take attendance; record all SLC activities; keep copy on file of meeting minutes and disseminate minutes to SLC members and Assistant Superintendent, assist Chairperson in the preparation of other reports as may be required by the Superintendent.
 - Timekeeper will help the chairperson/facilitator move the group through the agenda.
 - Role of the Principal
 - Ensure that the SLC adheres to all State statutes and administrative codes.
 - Provide student performance and other data to the SLC members as requested.
 - Keep members of the SLC informed of student performance as it relates to the Common Core Curriculum Standards (CCCS) and Next Generation Science Standards (NGSS).
 - Ensure SLC is in place, effective and operational.
 - Ensure the SLC addresses the major educational dilemmas in their school.
 - Participate in ongoing in-service training and staff development to increase student achievement.
 - Establish a positive climate for shared decision-making.
 - Help identify practices necessary to attain school goals.
- iv. Notification of School Leadership Council Meetings
 - All SLC meetings dates and times shall be posted in each building and published on the district website and are to be accessible to the public. Members of the public may address the SLC through the open chair.

III. Identifying School Needs

a. Needs Assessment and Questionnaires

The SLC will develop a needs assessment tool or questionnaire that will ask school community members what they see as the most important needs of students in the school. The results of the needs assessment or questionnaire must be able to guide future action within the parameters of available resources (time, money, and people) and in alignment with the SIP (School Improvement Plan).

b. Analyzing School Data – What does the data say in regards to effectiveness in the following areas:

- i. School Leadership
- ii. School Culture and Climate
- iii. Instruction
- iv. Curriculum, Instruction and Intervention
- v. Use of Data
- vi. Family and Community Engagement

IV. Prioritizing Actions – Identify 3 to 5 needs. Ask, “Why is it not happening?” and “What do we need to do about this?”

- a. Identify Targets
 - i. Leadership & Collaboration
 - ii. Academic Achievement
 - iii. Parent and Community Engagement
- b. Design Plans – with timeline (SIP)

V. Facilitating the Work

- a. Develop Working Committees
 - i. Delegate Responsibilities
- b. Determine What Needs to be Done
- c. Gather Needed Resources

VI. Communicating and Connecting

- a. Working Committees Report Back to SLC
- b. SLC Report Back to Staff, Parents, Community & Partners
- c. SLC Chair and Members Accompany School Principal to Report to Central Administration
- d. Role of Central Office Administrators
 - Provide School Teams with recommendations and suggestions to improve student achievement.
 - Manage and provide district support to school instructional improvement plans.
 - Monitor school improvement plans.
 - Coordinate staff development to accomplish stated objectives throughout various school improvement plans.
 - Implement board policy and establish short and long-term range district goals.
 - Provide data related to district-wide performance and needs.
 - Evaluate all aspects of the district’s and school’s improvement plan.
 - Monitor and coordinate the implementation of federal programs and regulations.
 - Coordinate all district activities not incorporated in school plans.
 - Ensure vertical and horizontal curriculum articulation between and among the district and school.