

## Site-based Management

Education Commission of the States • 700 Broadway, Suite 1200 • Denver, CO 80203-3460 • 303.299.3600 • Fax: 303.296.8332 • [www.ecs.org](http://www.ecs.org)

### Site-Based Decisionmaking: State-level Policies

By Jennifer Dounay

April 2005

Site-based management, which is intended to devolve decisionmaking to a team at the school-building level, first gained state policymakers' interest in the late 1980s as part of a broader movement towards deregulation of school governance. Recent interest in school-based budgeting, as well as the parental-involvement requirements of the No Child Left Behind Act and the growing body of research on the impact of parental involvement on student engagement and achievement, may lead to renewed consideration of this policymaking option.

This *ECS StateNote* does not address district-level advisory councils (except where these have power over school-based advisory councils) or school-site advisory councils established only to govern a specific issue such as school traffic safety, a school health clinic or charter school proposal.

- Thirty-four states and the Virgin Islands have statutes related to site-based decisionmaking.
- Seventeen states **mandate site-based management statewide** in one form or another (Alabama, Arizona, Colorado, Florida, Georgia, Hawaii, Kansas, Kentucky, Massachusetts, Michigan, New Mexico, New York, North Carolina, South Carolina, Texas, Utah, West Virginia).
- Two states (Illinois and Ohio) **mandate site-based management for specified districts** – Illinois requires site-based management in all Chicago schools, and Ohio mandates that a site-based management council be established in at least one building in districts with more than 5,000 students and that have not been identified as “effective” or “excellent” through the state accountability system. A third state, New York, **both mandates site-based management statewide and also places additional site-based management requirements on the New York City district**.
- Delaware is the only state that **mandates that schools consider implementing site-based decisionmaking but does not require site-based management statewide**.
- **Powers most commonly devolved to site-based decisionmaking teams:** Due to the greatly varying nature of site-based decisionmaking policies from one state to the next, these powers defy easy categorization. The main question to consider, however, is: Does the state policy give a school team advisory or policymaking authority? Site-based management policies typically specify authority to **advise the principal or other decisionmakers** in questions relating to school budget, staffing, curriculum and/or school improvement plans mandated by state accountability systems. Some states also require school teams or councils to advise on questions of school discipline policies, scheduling the school day/week, teacher professional development and other areas. In a handful of states, site-based management teams **have decisionmaking authority** in one or more of the areas listed above.
- **Where school councils have the greatest power:** Chicago and Kentucky devolve the greatest level of responsibility to school councils. In Chicago, school councils must evaluate the principal's performance, determine additional criteria to be included in a principal's performance contract and determine whether a principal's performance contract will be renewed. In both Chicago and Kentucky, the school council has the power to fill a principal vacancy, approve the building

expenditure plan, allocate teachers and other school staff, in addition to the powers granted school councils in many other states.

- **Team membership:** A site-based management team is usually comprised of the school principal, teachers at the school, parents of students attending the school and community members who are not parents of children at the school or school employees. A handful of states also allow or require members to include a high school student representative, a representative from the business community or noncertified school staff. Some states specify the number of members on a team and the number of representatives from each constituency at the school, while other states leave this decision for the local board or school-based team to determine. Some states provide for some or all school council members to be appointed; others specify that members must be elected, generally by their peers at the school site.
- Seven states (Georgia, Hawaii, Illinois, Indiana, Kentucky, Massachusetts, Minnesota) **require school council members to complete training**. Of these seven, state statutes vary in their specificity – some mandate the number of hours to be completed by new – and occasionally continuing – team members, and the knowledge and skill areas to be included in training; others do not specify the clock hours or issues that training must include. In most other states, rather than requiring all school council members to complete training, state policies offer technical assistance or training to site-based decisionmaking teams but do not require teams to avail themselves of this technical support or attend a specified number of hours of training. Sixteen states and the Virgin Islands do not have statutory provisions regarding training or technical assistance to site-based decisionmaking teams. **West Virginia** statute requires the state board to assist local school improvement councils upon request, but does not address training or technical assistance for faculty senates or school curriculum teams, which also provide a degree of site-based management in all schools in the state. **New York** statutes/regulations set forth training provisions for site-based management participants in New York City's program but not in the statewide program.
- Six states (Georgia, Hawaii, Illinois, Kentucky, North Carolina and Oregon) have provisions requiring **school councils to be held to some degree of accountability**. North Carolina is the only one of these that specifies rewards rather than sanctions for school council performance. A seventh state (Minnesota) **allows** districts to enter into a type of performance contract with school-based decisionmaking teams. Where states have established accountability measures for members of site-based decisionmaking teams, these measures have been included in state profiles.

## Comprehensive Site-based Management Policies

A comprehensive state site-based management policy includes the following requirements:

- School council is comprised of the principal and an even or nearly even number of parents and teachers
- Staggered terms for school council members (except the principal)
- School council members reflect the racial makeup of the school's student body
- School council teacher and parent members elected by their peers at the school
- School council members protected from interference by other stakeholders in the school or district, and procedures in place to allow such violations to be settled
- Clear statement of respective roles/authority of local board, principal and school council
- School councils provide input on school staffing (including principal selection), curriculum and budget
- Mandatory, high-quality training for both new and continuing school council members
- Training for a specified number of clock hours (no less than six hours a year) within a month of first election to office
- Training addresses school budgeting, staff selection and/or any other responsibilities devolved to the school council
- Ongoing, high-quality technical assistance available to school councils
- Accountability provisions allowing school council members to be removed for poor performance, continuing poor school performance or ethical considerations.

Kentucky is the only state whose site-based management policies include all these components.

State policies that *relate* to school councils or site-based decisionmaking generally, but are not part of the primary statutes governing school councils, are included in the **Notes** section of the state profiles below.

## Alabama

**SBM mandated, recommended, or voluntary:** Mandated

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** To “propose a budget for classroom instructional support,” including professional development and technology. Teachers at local school must vote to approve plan; if plan is not approved, it must be returned to committee until a plan obtains teacher approval.

**Composition of council, if mandated:** Four teachers and school’s principal or his/her designee.

**Training/technical support addressed in legislation:** No

**Citation/year passed:** ALA. CODE § 16-1-8.1

## Arizona

**SBM mandated, recommended, or voluntary:** Mandated

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** Not specified in statute. A local board, however, may give a school council “responsibility to develop a curriculum and may delegate any additional powers that are reasonably necessary to accomplish decentralization.”

**Composition of council, if mandated:** Initial number of members to be determined by local board, after which time the school council must determine the number, though numbers of teachers and parents should be same, and these two together must comprise a majority of the council’s members. Unless another member is elected chairperson by a majority of school council members, the school principal is to serve in this office. The council must reflect the local community’s ethnic makeup, and must include parents of pupils in the school (who are not district employees); “teachers; noncertified employees; community members; pupils, if the school is a high school”; and the school principal. § 15-352 adds that a local board may allow an alternative school to create a school council with members other than those specified above, as long as teachers and parents of school attendees are represented. It also states that boards of districts with only one school or with a student population of under 600 students may vote not to have a school council.

**Training/technical support addressed in legislation:** No

**Notes:** § 15-102 aims “to promote the involvement of parents and guardians of children enrolled in the schools within the school district....” Local boards are to adopt a parental-involvement policy addressing a number of areas. Such policy may include, “Efforts to, with appropriate training, support parents as shared decisionmakers and to encourage membership on school councils.”

**Legal citations:** ARIZ. REV. STAT. ANN. § 15-102, 15-351, § 15-352

## Arkansas

**SBM mandated, recommended, or voluntary:** Voluntary. ARK. CODE ANN. § 1303 states: "Following a secret ballot vote by two-thirds ... of the certified employees in a local building site to implement site-based decisionmaking, the local school district board of directors may adopt a policy for implementing site-based decisionmaking in the district.... For the policy to be implemented, it must be adopted by a majority of the board of directors of the school district."

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** "The school council ... may implement policies in the following areas:

- (1) Planning and resolution of issues regarding instructional practices
- (2) Selection and implementation of discipline and classroom management techniques
- (3) Curriculum, including: (A) Needs assessment; (B) Curriculum development; (C) Alignment with state standards; (D) Technology utilization; and (E) Program appraisal
- (4) (A) Assignment of all instructional and noninstructional staff time; and (B) Provision for planning time
- (5) Assignment of students to classes and programs
- (6) ... Schedule of the school day and week
- (7) ... Use of school space during the regular school hours
- (8) (A) Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements; and (B) Evaluation and supervision of extracurricular programs."

Other powers may be given councils by local boards.

See **Notes** below for areas that local policies implementing site-based decisionmaking must address.

Buildings which wish to follow a plan other than that set out in legislation may devise their own, to be approved by the director of the department of education and the state board. Any such plan must "show evidence that it has been developed by representatives of the parents, students, and employees of the school and that two-thirds ... of the certified employees voting in a secret ballot have agreed to the model."

**Training/technical support addressed in legislation:** No, but ARK. CODE ANN. § 6-13-1308 authorizes the department of education to "develop sample guidelines to assist local boards of directors in the development of their policies" and "provide professional development activities to assist schools in implementing site-based decisionmaking."

**Composition of council, if mandated:** "[T]eachers, classified employees, and the building principal or administrator," the former two selected by their peers in a secret ballot election. Teachers must comprise a majority of council members. Parents may serve on the council "if two-thirds of the parents present at a meeting called for that purpose vote to participate in site-based decisionmaking." Parents selected may not be relatives of school board members or school employees.

**Notes:** § 6-13-1305 states that the board policy implementing site-based decisionmaking also must address the following: "(1) Parent, citizen, and community participation, including the relationship of the school council with other groups; (2) Cooperation and collaboration within the district, with other districts, and with other public and private agencies; (3) Professional development plans developed pursuant to the state accreditation standards; (4) School improvement plans, including the form and function of strategic planning and its relationship to district planning; (5) School budget and administration, including: (A) Discretionary funds; (B) Activity and other school funds; (C) Funds for maintenance, supplies, and equipment; and (D) Accounting and auditing; (6) Assessment of individual student progress, including testing and reporting of student progress to students, parents, the school district, the community, and the state; (7) Requirements for waiver of district policies; (8) Requirements for record keeping by the school council; and (9) A process for appealing a decision made by a school council."

§ 6-15-1005 states that every public schools must have a parental involvement plan which permits parents to be active in their children's education. "These plans will address communication with parents, volunteering, learning activities that support classroom instruction, participation in school decisions, and collaboration with the community." In addition, "Every school will involve parents in developing school goals and priorities and evaluating the effectiveness of the school improvement plan."

**Legal citations:** ARK. CODE ANN. § 6-13-1301, -1302, -1303, -1304. -1305, -1306, -1307, -1308, -1309; 6-15-1005

## California

**SBM mandated, recommended, or voluntary:** Voluntary. Adopted district model may apply to as few as one school in the district. A school district, however, is “eligible to participate only upon the approval of participation by both the governing board of the district and the exclusive representative of certificated employees of the district.”

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** Districts may implement “alternative models of school-based management projects, or advanced career opportunities for classroom teachers projects, or a combination of both[.]” “Further, it is the intent of the Legislature that school district governing boards and administrators work with classroom teachers and teacher bargaining units to develop and strengthen procedures that increase teachers’ decisionmaking authority in responsibilities that affect their ability to teach. These procedures may include, but need not be limited to, the following:

- (1) Selection of new teachers and administrators
- (2) Evaluation of teacher and administrator performance
- (3) Selection of curricular areas for improvement
- (4) Tailoring and coordination of curriculum and instruction across grade levels and within departments at the schoolsite level
- (5) Establishment of pupil discipline policies
- (6) Design and conduct of staff development programs and policies
- (7) Assignment of pupils and scheduling of classes
- (8) Schoolwide problem solving and program development
- (9) Organization of the school for effective instruction
- (10) Development of procedures designed to institutionalize teacher involvement in decisionmaking
- (11) Determining the roles and functions of teachers, administrators, and classified employees at the school site
- (12) Development of alternative methods of teacher compensation
- (13) Establishment of policies ... providing schoolsite administrators and teachers with greater budget authority, including the allocation of fiscal, personnel, and other resources at the schoolsite.”

District SBM plans must include (a) A plan to include parents in design, implementation and evaluation of school restructuring activity. “(b) A plan for staff development ... to assist in restructuring elements specified in the district proposal. (c) A plan for regularly assessing the progress of participating schools in meeting the goals identified in their funding proposal.... Districts are encouraged, as well, to establish a process of onsite quality reviews with the objective of evaluating the quality of instruction, leadership, staff development, and the planning and decisionmaking processes at participating schools.”

State board may, upon request of a local board, waive portions of education statutory requirements for an entire district, or for an individual school or programs therein. Certain specified statutes cannot be waived.

**Composition of council, if mandated:** Not mandated

**Training/technical support addressed in legislation:** No

**Notes:** CAL. EDUC. CODE § 44666 and 44667 set forth the legislative intent for establishing site-based decisionmaking in the state.

**Legal citations:** CAL. EDUC. CODE § 44666, 44667, 44667.2, 44669, 52049.1

## Colorado

**SBM mandated, recommended, or voluntary:** Mandated. According to § 22-7-106, however, school advisory councils need not be established in schools that had, prior to January 1, 2000, a committee or council performing the duties enumerated in legislation for school advisory councils.

**Statewide or pilot:** Statewide (for school advisory councils); unknown (for school advisory accountability committees)

## Responsibilities/level of authority:

- Make recommendations to the school principal regarding “the prioritization of expenditures of school moneys.”
- Meet at least quarterly to discuss:
  - Means to determine whether student achievement is being helped or hindered by decisions relating to “the educational process”
  - “Reporting to students, parents, boards of education, educators, and the school district board of education on the educational performance of the school and providing data for the appraisal of such performance”
  - “Recommendations to the principal on the expenditure of all school grants”
  - School safety issues.
- Annually adopt “high, but achievable, goals and objectives for the improvement of education in its building” as well as “a plan to improve educational achievement in the school, to implement methods of maximizing graduation rates from the secondary schools of the district, and to increase the ratings for the school’s accreditation category....” Each building committee’s plans shall be reviewed by its district advisory committee before submission to the local board. “Procedures for the implementation of the plan shall be included in the budget submitted to the board....” The local board, having collected each school’s plan, is then to consult with its district accountability committee and “compile school building goals and objectives and plans” to create a districtwide plan to submit to the state board of education for purposes of accreditation.
- “Make recommendations” to the school’s “chief executive officer” regarding “the prioritization of expenditures of school district moneys[.]” The chief executive officer must “consider such recommendations ... in formulating budget requests to be presented to the board of education.”
- Consult with the principal in how to distribute or spend any award the school earns through the state’s School Awards Program for academic performance.
- Advise the local board on a district safe school plan, which each district is mandated to put into place or revise.

**Composition of council, if mandated:** School advisory councils are to have seven members: the school principal; a teacher at the school; three parents/guardians of students enrolled at the school; one “adult member designated by an organization of parents, teachers, and students recognized by the school”; and a community member involved in business, to be selected by the school principal. “No more than three members of a school advisory council shall be employed by or relatives of an employee of the school district.”

**Training/technical support addressed in legislation:** No

**Notes:** § 22-7-202 gives the state board authority to identify areas in which it may invite school districts to develop pilot programs. Pilot programs must “focus on teaching basic skills in reading, writing, and mathematics, but may involve.... Methods of decentralizing school district management in large school districts in order to improve building achievement and climate.”

§22-7-407 specifies that after a district has adopted content standards, the district must inform parents and the district’s school advisory councils “of the application and effect of such content standards and standards-based education, including how students’ progress in achieving content standards will be measured and how parents will be informed of such progress.”

**Legal citations:** COLO. REV. STAT. ANN. § 22-7-106, -107, -202, -205, -207, -407; 22-11-303; 22-32-109.1

## Connecticut

**SBM mandated, recommended, or voluntary:** Recommended

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** Statute requires the state board to create a model parent- and community-involvement program, to be distributed to all local and regional boards. The specific tasks of school-based teams are to be determined by the state board. The statute, however, mandates that in the model program, school-based teams: “(1) foster model agreements between parents and their children with the cooperation of the school, such agreements to cover goals and objectives for the student for the school year; (2) adopt agreements to foster cooperation and improve communication between such representatives regarding matters such as academic rights and responsibilities, codes of social conduct and disciplinary policies; and (3) develop agreements to encourage

community residents to take an active role in improving the school and to become school volunteers. The model program developed by the state board shall provide model agreements for the use of school-based teams in the development of their own local or regional agreements.”

**Composition of council, if mandated:** § 10-4g: Model program created by state board must include creation of school-based teams, comprised of an unlegislated number of “parents, students, teachers, administrators, local or regional boards of education, and community groups and organizations....”

**Training/technical support addressed in legislation:** No

**Legal citations:** CONN. GEN. STAT. ANN. § 10-4g

## **Delaware**

**SBM mandated, recommended, or voluntary:** Mandatory consideration by district advisory committee (see **Notes** below), voluntary acceptance.

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** Schools that have opted for site-based management and have an approved shared decisionmaking transition plan (see **Notes** below) are eligible to apply for three-year school improvement implementation grants. School improvement plans must include: “(1) Comprehensive school improvement goals tied to state and local academic performance standards and strategies to achieve these and other goals identified by the school, including staff development and parental involvement; (2) A description of the rationale for the proposed governance structure, stating how and why the governance process should improve decisionmaking and support continuous improvement in teaching and student learning; (3) Review by the broader school community with agreement that the school improvement plan is consistent with the school district plan ...; (4) A proposed budget that explains the use of resources allocated to the school to support strategies for achieving the school improvement goals; (5) The structural changes or procedures for providing the necessary time and skill-building to support shared decisionmaking and continuous improvement in teaching and student learning; (6) The assessment and evaluation process that the school will use to measure its progress toward achieving its stated goals; (7) A proposed timeline for phasing-in its school improvement plan; and (8) A proposed budget for the use of the school improvement grant.”

School improvement plans may propose “policies or suggestions ... including but not limited to: curricular, instructional and assessment strategies to be used at the school; assignment of staff within the school; assignments of students to classes; the school’s calendar; staff development; classroom materials; parental involvement; the need for extra learning time for students through longer days and years and Saturday sessions; the needs of at-risk students; discipline and school climate; teacher orientation and mentoring; and proposed waivers of regulations and district policies.”

Every school in a district that has approved a district transition plan for shared decisionmaking is “entitled to receive a grant to conduct structured conversations and activities and to develop a school transition plan which incorporates shared decisionmaking.”

“[A]ny school-based committee ... may apply to its local board for a waiver of any regulation, rule or policy and the local board may grant such waiver where: (1) Such a waiver would further the accomplishment of state and local educational policies, particularly those addressing student achievement in the core academic subjects of mathematics, science, language arts and social studies; (2) such a waiver would not impose undue administrative burdens upon the State or the local district or harm the district’s ability to ensure that public funds are properly expended and the applicable state and federal laws are followed; and (3) the purpose of the regulation, rule, or policy to be waived can be satisfied in a less burdensome ... manner than through compliance with the rule, regulation or policy .... The public shall be provided an opportunity to present comments concerning the waiver to be requested at a [local board meeting] ... preceding its formal adoption.”

**Composition of council, if mandated:** § 804 requires the principal to “facilitate the selection of representatives on the school advisory committee through an inclusive process....” Members should come from constituencies such as “parents, community members, teachers, administrators, other employees and students (where appropriate)” and reflect “the diversity within the school community. This process must guarantee that members of the various stakeholder groups choose their respective representatives.

Schools applying for supplemental grants according to § 1605 must have a majority of committee members who are school staff, “of which a majority shall be instructional staff; ... the committee [must include] representatives of the support staff, student body (for schools enrolling students, grades 7 through 12), parents and the community....”

**District advisory committee:** Local board selection of committee members must be “through an inclusive process that reflects the diversity within the school community.” School employees must select their own representatives to district shared decisionmaking advisory committees. “For student (where appropriate), parent and community groups, the local board of education” must collaborate with organizations representing each of these stakeholders to select representatives.

**Training/technical support addressed in legislation:** No, although 14 § 802 requires the department of education to “provide local school boards with assistance, guidance and strategies to initiate and plan the implementation of these structured conversations and activities” in developing a district advisory committee. § 803 mandates that the department offer local boards and district transition teams “assistance, guidance and strategies to initiate, develop and formally adopt their district transition plans.” § 805 compels the department “and the relevant local district administration to provide “school transition teams with assistance, guidance and strategies to initiate, develop and formally adopt their transition plans.”

**Notes:** § 157, a statute encouraging parental involvement, states, “Among the most important elements of effective parental and family involvement in education are ... school based decisionmaking – parents involve themselves in the educational decisionmaking process at the school and district level and are welcomed in that role by schools....”

§ 1605 pertains to financial support offered districts for alternative education programs for disruptive students in public schools. Schools serving students in grades 7-10 and that would like to receive a supplemental grant larger than the base grant must, among other criteria, “establish a site-based committee in the school to govern discipline matters.... The grant application must certify” that a majority of the committee members are school staff, and of those, a majority are instructional staff, and that the committee also includes support staff, students, parents and community members. The grant also must certify “the committee has the authority ... to 1. Establish a school code of conduct which defines the roles and responsibilities of all members of the school community (administrators, teachers, support staff, contracted service personnel, students, families and child/family advocates); 2. Hear concerns from a staff member dissatisfied with the disposition of any disciplinary matter by the school administration; 3. Refer students to programs [of alternative education for disruptive students]; 4. Design, approve and oversee the implementation of [safety/discipline] programs established in the school; 5. Establish and enforce the school's attendance policy; 6. Establish extended day, week or year programs, for students with discipline or attendance problems, or at risk of academic failure, that provide for the assessment of penalties for violations of school discipline or attendance policies and for academic acceleration and tutoring, mentoring and counseling services for such students and their families as an integral program component; 7. Establish staff development programs for conflict resolution for all school staff, and establish programs in classroom and behavioral management for schools staff identified as needing improvement; 8. Design student mentoring, conflict resolution and/or peer counseling programs for all students, especially for those who are identified as having chronic discipline, academic or attendance problems.”

Delaware is unique in that a series of steps must be followed in order for site-based decisionmaking to be implemented in a school. Every local board is required to “facilitate the selection of a district shared decisionmaking advisory committee (**District Advisory Committee**),” which must issue a “Report and Recommendation” to its local board stating either advising the district not to consider shared decisionmaking, or recommending “developing a district transition plan to implement shared decisionmaking as a means of pursuing school improvement in the district,” identifying a process for creating a district transition plan “and determining the composition and roles and responsibilities of the ‘District Transition Team’ to develop the district transition plan.” If the school community [defined in statute] agrees to go forward with shared decisionmaking, the board must “vote to endorse the concept of shared decisionmaking, the process for establishing a district transition plan, the composition of the District Transition Team ...; and the roles and responsibilities delegated to the team.” “If the board has concerns with a recommendation by the District Advisory Committee, it [must] remand that recommendation to [the team] for its proposed resolution of the concerns. The resolution shall be presented to and endorsed by the board before the board applies for a district transition planning grant.”

After the district transition planning process obtains board endorsement, the district must apply for a “transition planning grant” from the department of education. “A local board's decision not to adopt a District Transition Plan for shared decisionmaking shall not limit the authority of a school principal who demonstrates significant faculty support to submit a waiver request to the local board ... or to develop a school improvement plan; provided, however, that this subsection shall not deprive the local board of its authority to disapprove a waiver request or a school improvement plan....”

**School Advisory Committees** are to be created in any school in a district that has adopted a “district transition plan” (see above.) Subsequent to “structured conversations and activities” as defined in statute, each school advisory

committee must state in a Report and Recommendation to the board whether they intend to develop “a school transition plan to implement shared decisionmaking for educational improvement in the school” or not pursue shared decisionmaking further. If the committee decides to work towards a site-based decisionmaking structure, they must engage in structured conversations and activities to develop a process for drafting the school transition plan, identify members of a “School Transition Team” (representatives of stakeholder groups to be chosen by their peers with the principals’ facilitation), and “develop the roles and responsibilities delegated to the School Transition Team.” All these activities must be documented in the Report and Recommendation. Each representative must “indicate that [he/she] has made a good faith effort to communicate with the membership of the representative’s stakeholder group so as to ensure that the views of the membership of the representative’s stakeholder group were reflected in the Report and Recommendation.”

School advisory committees that have followed these steps are eligible to apply for one-year school transition grants. Such applications also must indicate that the school has “[c]ommitted to develop a school improvement plan including comprehensive school improvement goals tied to state and local academic performance standards and strategies to achieve these goals and including staff development for building the necessary capacities and skills to successfully implement shared decisionmaking and improve parental involvement; ... [e]stablished plans for communicating the results of the school improvement plan to the broader school community for information and critical review; and ... [d]escribed how the various stakeholder groups will formally express their opinion regarding the school transition plan prior to its adoption by the local board of education.” The local board must adopt the school transition plan after public review and comments, unless a school transition plan is proven to be “inconsistent with specific provisions of the adopted district transition plan and such disapproval shall extend only to such inconsistent provisions of the school transition plan.”

**Legal citation:** DEL. CODE ANN. tit. 14, § 157, 801, 802, 803, 804, 805, 806, 807, 808, 1049A, 1605

## Florida

**SBM mandated, recommended, or voluntary:** Mandatory. Districts with 10,000 or fewer students, however, may, instead of school advisory councils, create a district advisory council with “at least one duly elected teacher from each school in the district.”

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** Local boards must determine functions for advisory councils to perform, though no advisory council can “have any of the powers and duties” state law delegates to local boards. § 1008.385 requires every district school board to use “its system of planning and budgeting to emphasize a system of school-based management in which individual school centers become the principal planning units and to integrate planning and budgeting at the school level.”

§ 1001.42 requires the school advisory council to present a school improvement plan to its local school board for approval. The statute also requires local boards to “adopt policies that clearly encourage and enhance maximum decisionmaking appropriate to the school site. Such policies must include guidelines for schools in the adoption and purchase of district and school site instructional materials and technology, the implementation of student health and fitness standards, staff training, school advisory council member training, student support services, budgeting, and the allocation of staff resources.”

School councils must:

- Help in the “preparation and evaluation of the school improvement plan” required in § 1001.42(16) and, with the department’s technical assistance, in the school’s annual budget and plan as required by § 1008.385(1).
- Discuss district code of student conduct at the beginning of every school year
- Be notified when the district board has received the final report of the district’s financial practices review (conducted on continuous five-year cycle per §1008.35); each chair of a school advisory council must be sent a copy of the district’s report. After receiving the report, the district board must inform advisory councils of the opportunity to attend a “public forum to accept public input and review the findings and recommendations of the report ... before the district school board votes whether to adopt the action plan, or if no action plan was required because the district was found to be using the best practices...”
- Decide jointly with the school staff how to use a financial award obtained through the Florida School Recognition Program for outstanding academic achievement or improvement.

School advisory councils also may :

- Approve instructional programs

- Choose to implement the postsecondary education readiness and career planning model for students, parents and school staff, set forth in § 1007.21

**Composition of council, if mandated:** Every council must include the school principal “and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.” Each local board must determine procedures for electing and appointing advisory council members. Teachers, education support employees, students and parents must be elected by their peers. The local board must “establish procedures for use by schools in selecting business and community members that include means of ensuring wide notice of vacancies and of taking input on possible members from local business, chambers of commerce, community and civic organizations and groups, and the public at large.” A majority of members must be persons not employed by the school. Career center and high school advisory councils must include students, and middle/junior high school advisory councils may include students. Adult education and career center councils do not need to include parents as members. Every local board must examine each advisory council’s membership composition. If a council’s membership does not represent “ethnic, racial, and economic community served by the school,” the board must appoint additional members to reach proper representation.

**Training/technical support addressed in legislation:** Yes, although school council members are not required to complete training. Local boards must “adopt policies that clearly encourage and enhance maximum decisionmaking appropriate to the school site. Such policies must include ... school advisory council member training....” In addition, “Upon request, the department shall provide technical assistance and training to any ... school advisory council ... for conducting needs assessments, developing and implementing school improvement plans, developing and implementing assistance and intervention plans, or implementing other components of school improvement and accountability.” Buildings “designated as performance grade category ‘D’ or ‘F’ and school districts in rural and sparsely populated areas of the state” have first priority for this assistance.

The School Community Professional Development Act establishes a professional development system to help the “school community” – defined as including members of school advisory councils – “meet state and local student achievement standards and the state education goals and to succeed in school improvement.”

**Notes:** Local boards must “adopt waiver process policies to enable all schools to exercise maximum flexibility and notify advisory councils of processes to waive school district and state policies” and “develop policies for periodically monitoring the membership composition of school advisory councils to ensure compliance with requirements” in the main school advisory council statute, § 1001.452. Local boards are authorized to adopt policies governing school advisory councils.

Under the Family and School Partnership for Student Achievement Act, the Department of Education is required to develop guidelines for a parent guide to successful student achievement which describes what parents need to know about their child’s educational progress and how they can help their child to succeed in school. The guidelines “must include ... [o]pportunities for parental participation, such as ... school advisory councils....” The act also requires each local board to “adopt rules that strengthen family involvement and family empowerment.” The rules must be “developed in collaboration with parents, school administrators, teachers, and community partners,” and must touch on “opportunities for parents to participate on school advisory councils....”

**Legal citations:** FLA. STAT. ANN. § 1001.42, 1001.43, 1001.452, 1002.23, 1003.02, 1006.07, 1006.28, 1007.21, 1008.345, 1008.35, 1008.36, 1012.98

## Georgia

**SBM mandated, recommended, or voluntary:** Mandatory. By October 1, 2003, every district was required to have a school council in all the schools under its jurisdiction.

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** School councils began to be phased in districts statewide at the beginning of the 2001-02 school year. After a school council has experienced two years of “successful operation” and has received “a high performance designation by the Office of Student Achievement,” the local board must “devolve to the school council such additional authority in matters of school operation as the board deems appropriate.” Local boards must “consider all recommendations of the school council, including the annual report” and must respond to such recommendations within 60 days of receipt in writing. Councils must meet at least four times annually. The principal must “develop the school improvement plan and school operation plan and submit the plans to the school council for its review, comments, recommendations, and approval.” Councils, explicitly advisory, are to “provide

advice and recommendations to the school principal and, where appropriate, the local board of education and local school superintendent on any matter related to student achievement and school improvement, including, but not limited to, the following:

- (1) School board policies
- (2) School improvement plans
- (3) Curriculum and assessments
- (4) Report cards issued or audits of the school conducted by the Office of Student Achievement
- (5) Development of a school profile which shall contain data as identified by the council to describe the academic performance, academic progress, services, awards, interventions, environment, and other such data as the council deems appropriate
- (6) School budget priorities, including school capital improvement plans
- (7) School-community communication strategies
- (8) Methods of involving parents and the community
- (9) Extracurricular activities in the school
- (10) School-based and community services
- (11) Community use of school facilities
- (12) Student discipline and attendance
- (13) Reports from the school principal regarding progress toward the school's student achievement goals, including progress within specific grade levels and subject areas and by school personnel
- (14) The method and specifications for the delivery of early intervention services or other appropriate services for underachieving students."

Local board policy determines the role of the school council in the principal selection process.

"The council may appoint committees, study groups, or task forces for such purposes as it deems helpful and may utilize existing or new school advisory groups."

**Composition of council, if mandated:** School council membership must "be open to teachers, parents, and business representatives selected from all businesses that are designated school business partners." There must be at least seven members on any school council; if there are more than seven members, "the number of parent members and teacher members must be equal." Every council must include: at least two parents/guardians of students at the school (may not be employees who are parents of such students); two businesspersons; at least two certified, non-administrator teachers teaching at least 4 courses at the school; the school principal; and "other members as specified in the council's bylaws, such as, but not limited to, students, staff, and representatives of school related organizations." The council bylaws must indicate how these and the business members will be selected. "An employee of the local school system may serve as a parent representative on the council of a school in which his or her child is enrolled if such employee works at a different school. With the exception of the principal and the business representatives, members [must] be elected by, and from among, the group they represent." Councils are to "be reflective of the school community."

**Council member accountability:** "The members of the school council are accountable to the constituents they serve. They must (1) Maintain a school-wide perspective on issues; (2) Regularly participate in council meetings; (3) Participate in information and training programs; (4) Act as a link between the school council and the community; (5) Encourage the participation of parents and others within the school community; and (6) Work to improve student achievement and performance."

**Training/technical support addressed in legislation:** Yes. Council members must take part in information and training programs. The local board must "provide a training program to assist schools in forming a school council and to assist school council members in the performance of their duties." This program must "address the organization of councils, their purpose and responsibilities, applicable laws, rules, regulations and meeting procedures, and important state and local school system program requirements and" must "provide a model school council organization plan." School council members must be offered annual supplemental training programs. The state board of education is required to "develop and make available a model school council training program."

**Note:** Statute establishes importance of improving communication and participation of parents and community in school oversight legislative intent.

Local boards may adopt policies, which allow "an alternative to a school council at a charter school, an alternative school, or a psychoeducation center if another governance body or advisory council exists that performs a comparable function."

**Legal citations:** GA. CODE ANN. § 20-2-85, -86

**SBM mandated, recommended, or voluntary:** Mandated (except for charter schools and conversion charter schools). Pre-existing school/community-based management councils must transition to school community councils by July 1, 2005, and schools that did not have school/community-based management councils must establish these by July 1, 2005.

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** School councils must:

- “Review and evaluate the school’s academic plan and financial plan, and either recommend revisions of the plans to the principal, or recommend the plans for approval by the complex area superintendent” [principals are to “be responsible for the initial development of their schools’ academic and financial plans”]
- Ensure that the school’s academic and financial plans are aligned with the educational accountability system under § 302A-1004
- Participate in principal selection and evaluation, and transmit any such evaluations to the complex area superintendent
- Provide collaborative opportunities for input and consultation.”
- Have the school’s principal and the business and fiscal officer consider their recommendations on the school’s repair and maintenance needs prior to these leaders’ meeting with the department to advise it of said needs.

School councils may “develop mechanisms to provide for classroom cleaning, including but not limited to having parent, student, or other community groups clean the classrooms on a regular, continuing basis,” so long as no full-time janitorial staff at the school are subsequently “displaced.”

“Complex area superintendents may require revisions to a school’s academic and financial plans if the plans are in violation of law or conflict with statewide educational policies and standards, or are otherwise in the best interests of the school.”

The principal is authorized to “set aside any decision made by the school community council if the principal determines it to be in the best interests of the school, provided that the principal notifies the school community council. If the school community council opposes a decision of the principal,” the council must first bring an appeal “to the complex area superintendent for resolution, and, if necessary, to the superintendent and, finally, to the board of education.” [Hawaii, as one statewide district, does not have separate local and state boards of education.] The principal may not set aside school community council decisions “to recommend annual academic and financial plans” for the complex area superintendent’s approval.

**Transition provision:** “All policies or bylaws adopted, and all decisions made, by a school/community-based management council shall remain in effect until repealed or revised by members of the new school community council.”

**Composition of council, if mandated:** Council composition must be determined by each school council; however, the number of school staff on any school council must be equal to the number of “primary stakeholders” [students, parents and community members] on the school council. In addition, each school council must include the school principal and at least one representative of the following groups: parents, teachers, noncertified school staff, community representatives and student representatives. Parents, teachers and noncertified school staff are to be elected by their peers at the school. Community representatives must be “elected by ballots distributed among and collected from parents of the school’s students; student representatives must be elected by the school’s student council.”

**Council member accountability:** “The superintendent of education may recommend to the board of education dissolution of a school community council and establish an interim school community council if the school community council engages in any act or omission that would constitute gross negligence, willful and wanton misconduct, or intentional misconduct. The superintendent may recommend to the board the removal of any member of a school community council. The superintendent [must] appoint or facilitate the creation of an interim school community council at any school that has not established a council or has had its council dissolved. In appointing or facilitating the creation of an interim school community council at any school that has had its council dissolved, the superintendent may appoint individuals who were previously members of the council.”

**Training/technical support addressed in legislation:** Yes. The 2004 Public Act 221 states that all school community councils “will receive training for their duties, including reviewing and recommending for

approval by the complex area superintendent the academic and financial plans for their school.” The 2004 Public Act 51 appropriates funds to “[facilitate] the transition from school/community-based management to school community councils by training and other necessary activities.” Statute also requires complex area superintendents to help school community councils and principals in “obtaining the support and services of the department and ensuring the progress and success of the school’s academic and financial plan.”

**Notes:** Section 19 of 2004 Public Act 51 establishes legislative intent for establishing school community councils (the act did away with the state’s pre-existing “school/community-based management” provisions). The act likewise establishes “parent-community networking centers ... for the purposes of improving student achievement and building a sense of family among all.”

The state board must “formulate such policy and exercise such control as may be necessary to define a common set of educational goals that the schools subject to the school/community-based management system” must fulfill. The board also is mandated to establish standards for measuring the efforts of each participating school toward achieving those goals each year. The participating schools are “free to use all reasonable means to accomplish those goals with the resources available to them.”

**Legal citations:** HAW. REV. STAT. ANN. § 302A-1124, -1125, -1505, -1507, 2004 PUBLIC ACTS 51 AND 221

## Illinois

**SBM mandated, recommended, or voluntary:** Mandatory for all Chicago schools except those designated a “Small School” by the Chicago board, alternative schools and other schools identified in 105 ILL. COMP. STAT. 5/34-2.4b.

**Statewide or pilot:** Only for Chicago schools

### Responsibilities/level of authority:

- Annually evaluate the building principal’s performance “using a board approved principal evaluation form, which shall include the evaluation of (i) student academic improvement, as defined by the school improvement plan, (ii) student absenteeism rates at the school, (iii) instructional leadership, (iv) the effective implementation of programs, policies, or strategies to improve student academic achievement, (v) school management, and (vi) any other factors deemed relevant by the local school council, including, without limitation, the principal’s communication skills and ability to create and maintain a student-centered learning environment, to develop opportunities for professional development, and to encourage parental involvement and community partnerships to achieve school improvement.”
- Determine whether the principal’s performance contract will be renewed.
- Select a new principal to serve under a four-year performance contract. *105 ILL. COMP. STAT. ANN. 5/34-2.3 sets out guidelines for local school councils’ activities around principal performance contracts.*
- “Establish additional criteria to be included as part of the performance contract of its principal,” as long as these criteria do “not discriminate on the basis of race, sex, creed, color or disability unrelated to ability to perform, and shall not be inconsistent with the uniform 4 year performance contract for principals” or other statutory provisions governing principals’ authority and responsibility.
- “To approve the expenditure plan prepared by the principal with respect to all funds allocated and distributed to the attendance center by the Board. The expenditure plan [must] be administered by the principal.” Any expenditure plan must “be consistent with and subject to the terms of any contract for services with a third party entered into by the Chicago School Reform Board of Trustees or the board under this Act.” With a supermajority vote of seven members (or eight members of a high school council) the local school council may transfer allocations within funds “provided that such a transfer is consistent with applicable law and collective bargaining agreements.”
- “A local school council may direct the [district] superintendent to approve written charges against its principal on behalf of the Council upon the vote of 7 members of the Council” in a first step towards removal for cause. “No written warning shall be required for a material breach of the uniform principal performance contract as that conduct is deemed to be irremediable; provided however, that not less than 30 days before the vote of the local school council to seek the dismissal of a principal for a material breach of a uniform principal performance contract, the local school council [must] specify the nature of the alleged breach in writing and provide a copy of it to the principal.”
- To approve a school improvement plan. The school community must have the opportunity to make recommendations regarding the plan. At least twice a year, the local school council and principal must “report publicly on progress and problems with respect to plan implementation.”

- Make recommendations to the principal on textbook selection and curriculum developed per the school improvement plan.
- "To evaluate the allocation of teaching resources and other certificated and uncertificated staff to the attendance center to determine whether such allocation is consistent with and in furtherance of instructional objectives and school programs reflective of the school improvement plan adopted for the attendance center; and to make recommendations to the board, the general superintendent and the principal concerning any reallocation of teaching resources or other staff whenever the council determines that any such reallocation is appropriate because the qualifications of any existing staff at the attendance center do not adequately match or support instructional objectives or school programs which reflect the school improvement plan."
- To make recommendations to the principal and superintendent "of persons to fill any vacant, additional or newly created positions for teachers at the attendance center or at attendance centers which include the attendance center served by the local school council."
- To ask the local board how the local school council will receive training and assistance. A local school council may require the board to "contract with personnel or not-for-profit organizations not associated with the school district to train or assist council members."
- "To advise the principal concerning the attendance and disciplinary policies for the attendance center."
- Building-level expenditure plans are developed by the principal in conjunction with the local school council and local school councils must approve budget reductions that could affect prioritized services for special-needs students.
- Establish criteria for evaluation of performance consistent with "systemwide guidelines contained in the System-Wide Educational Reform Goals and Objectives Plan." The local board "may impose sanctions and take necessary corrective action" on any local school council that "persists in noncompliance with systemwide requirements."
- May adopt a school uniform or dress code policy.
- "To grant ... the use of assembly halls and classrooms when not otherwise needed, including lighting, heat, and attendants, for public lectures, concerts, and other educational and social activities."
- "To approve, in accordance with board rules and policies, receipts and expenditures for all internal accounts of the attendance center, and to approve all fund-raising activities by nonschool organizations that use the school building."
- Consult with the principal in the development of the building's three-year local school improvement plan to improve educational quality, approve the plan and monitor its implementation. (All Chicago schools must develop and implement plans, regardless of school performance.) "After the termination of the initial 3 year plan, a new 3 year plan [must] be developed and modified as appropriate on an annual basis." The plan must be designed to achieve specified goals and must contain specified components, including "a description of the steps the local school council will undertake to monitor implementation of the plan on an ongoing basis."
- Receive from the principal copies of "all internal audits and any other pertinent information generated by any audits or reviews of the programs and operation of" the building.
- Every Chicago principal "may approve contracts, binding on the board, in the amount of no more than \$10,000, if the contract is endorsed by the local school council."
- Any district with an average daily attendance of 50,000 or more that qualifies for a supplemental state aid grant per § 105 ILCS 5/18-8.05 must distribute at least \$261 million in accordance with statutory guidelines, including that the funds received by any school under this provision must be allocated by the principal and the local school council "for programs to improve educational opportunities at qualifying schools through the following programs and services: early childhood education, reduced class size or improved adult to student classroom ratio, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular and basic programs as determined" by the state board. Districts receiving such funds must annually "submit an acceptable plan to meet the educational needs of disadvantaged children," which must be consistent with the school expenditure plans developed by local school councils in the district.
- Any school that does not make adequate yearly progress (AYP) for two consecutive years is placed on "academic early warning status"; a school moves to "initial academic watch status" after not making AYP for four consecutive years. The revised school improvement plan for any school on academic early warning status or initial academic watch status must be approved by the local school council and the local board unless the school is on probation. Upon not making AYP for a fifth consecutive year, the school must have its revised school improvement plan approved by the local school council and the local board along with the school restructuring plan developed by the district (the restructuring plan also must receive the state superintendent's approval).
- School councils play a role in converting existing schools to charter schools.
- Statute creates the Chicago Learning Zone grant program. "Applications for Learning Zone designation must include evidence that the application is supported by the principal of the attendance center and by a majority vote" of the local school council and school staff.

Every local school council must comply with the Open Meetings Act and the Freedom of Information Act and is “encouraged to involve additional non-voting members of the school community in facilitating the council’s exercise of its responsibilities.”

**Local school council accountability:** If the chief executive officer of the Chicago School Reform Board of Trustees finds that a local school council “is not carrying out its financial duties effectively, the chief executive officer is authorized to appoint a representative of the business community with experience in finance and management to serve as an advisor to the local school council for the purpose of providing advice and assistance to the local school council on fiscal matters. The advisor [must] have access to relevant financial records of the local school council” and “may attend executive sessions.” 105 ILL. COMP. STAT. ANN. 5/34-8.3a elaborates on the duties of the fiscal advisor and authorizes the superintendent to appoint a financial supervision team to “develop and implement school budgets to correct the financial irregularities identified in the fiscal advisor’s report” and, if need be, modify the local school council’s school improvement plan.

Additionally, any person under consideration for election or appointment to a local school council must divulge “any economic interest held by such person, by such person’s spouse or children, or by each business entity in which such person has an ownership interest, in any contract with the board, any local school council or any public school in the school district” as well as any convictions for offenses listed in subsection (c) of Section 34-18.5. This does not, however, “require the disclosure of any information that is contained in any law enforcement record or juvenile court record that is confidential or whose accessibility or disclosure is restricted or prohibited under Section 5-901 or 5-905 of the Juvenile Court Act of 1987.” Failure to make such disclosure makes a person ineligible to serve on a local school council. Individuals convicted of specified offenses may not serve on local school councils. Local school council members must undergo a criminal background check.

A council member may be removed from membership by a majority vote of a council’s members if the member under question “has missed 3 consecutive regular meetings, not including committee meetings, or 5 regular meetings in a 12 month period, not including committee meetings.”

Chicago’s Inspector General has “the authority to conduct investigations into allegations of or incidents of waste, fraud, and financial mismanagement in public education within the jurisdiction of the board by a local school council member or an employee, contractor, or member of the board or involving school projects managed or handled by the Public Building Commission.”

**Professional personnel leadership committee:** Every Chicago school also must have a professional personnel leadership committee comprised of up to seven “certified classroom teachers or other certificated personnel” employed at the school, to be elected by their peers at the school, and the two teacher members of the local school council. “The purpose of the committee is to develop and formally present recommendations to the principal and the local school council on all matters of educational program, including but not limited to curriculum, school improvement plan development and implementation, and school budgeting.... In furtherance of its purpose, the committee shall have the authority to gather information from school staff through interviews, on noninstructional time, without the prior approval of the principal, the local school council, the board, the board’s chief executive officer, or the chief executive officer’s administrative staff.” The committee must meet with the principal once a month “to make recommendations to the principal regarding the specific methods and contents of the school’s curriculum and to make other educational improvement recommendations approved by the committee. A report from the committee regarding these matters may be an agenda item at each regular meeting of the local school council.” The principal must give the committee the opportunity to “to review and make recommendations regarding the school improvement plan and school budget. The teacher members of the local school council may bring motions concerning the recommendations approved by the committee, which motions shall formally be considered at meetings of the local school council.”

**Composition of council, if mandated:** In elementary and middle schools, 11 voting members, including the school principal, two local board-appointed teachers at the school, six elected parents of students currently at the school and two elected community residents. The parents and community residents must be elected by parents at the school and may not be employees of the board of education. Every high school must have a 12th full-time student voting member, but this member is not “eligible to vote on personnel matters, including but not limited to principal evaluations and contracts and the allocation of teaching and staff resources.” If the chief executive officer of the Chicago School Reform Board of Trustees finds that a local school council “is not carrying out its financial duties effectively, the chief executive officer is authorized to appoint a representative of the business community with experience in finance and management to serve as an advisor to the local school council for the purpose of providing advice and assistance to the local school council on fiscal matters. The advisor shall have access to relevant financial records of the local school council [and] may attend executive sessions.” The membership of every local school council is “encouraged to be reflective of the racial and ethnic composition of the student population” at the school. The district board must conduct a “non-binding, advisory poll” of school staff to determine staff’s preferences for teachers to be appointed to the building’s local school council from among those who submitted statements of candidacy. A high school principal must conduct a non-binding, advisory poll of students to determine students’ preferences for a student to be appointed to the building’s local school council from among

those who submitted statements of candidacy. See also “**Local school council accountability**” section above for council member requirements.

**Training/technical support addressed in legislation:** A local school council may “direct the Board of Education to contract with personnel or not-for-profit organizations not associated with the school district to train or assist council members. If training or assistance is provided by contract with personnel or organizations not associated with the school district, the period of training or assistance shall not exceed 30 hours during a given school year; person shall not be employed on a continuous basis longer than said period and shall not have been employed by the Chicago Board of Education within the preceding six months. Council members shall receive training in at least the following areas: 1. school budgets; 2. educational theory pertinent to the attendance center’s particular needs, including the development of the school improvement plan and the principal’s performance contract; and 3. personnel selection.” Council members must complete this training within 90 days of election.

The Chicago board must “collaborate with universities and other interested entities and individuals to offer training to local school council members on topics relevant to school operations and their responsibilities as local school council members, including but not limited to legal requirements, role differentiation, responsibilities, and authorities, and improving student achievement. Training of local school council members [must] be provided at the direction of the board in consultation with the Council of Chicago-area Deans of Education.” Incoming local school council members must “complete a 3-day training program ... within 6 months of taking office. The board [must] monitor the compliance of incoming local school council members with the 3-day training program requirement” and must “declare vacant the office of a local school council member who fails to complete the 3-day training program ... within the 6 month period allowed.” In addition to requiring local school council members to complete the 3-day training program ..., the board may encourage local school council members to complete additional training during their term of office and [must] provide recognition for individuals completing that additional training. The board is authorized to collaborate with universities, non-profits, and other interested organizations and individuals to offer additional training to local school council members on a regular basis during their term in office. The board [is not] required to bear the cost of the required 3-day training program or any additional training provided to local school council members [as required by statute 105 ILCS 5/34-2.3b] The board [must] also offer training to aid local school councils in developing principal evaluation procedures and criteria. The board [must] send out requests for proposals concerning this training and is authorized to contract with universities, non-profits, and other interested organizations and individuals to provide this training. The board is authorized to use funds from private organizations, non-profits, or any other outside source as well as its own funds for this purpose.”

Any local school council or school improvement panel may receive technical assistance from the state board. “Such technical assistance [must] include without limitation assistance in the areas of curriculum evaluation, the instructional process, student performance, school environment, staff effectiveness, school and community relations, parental involvement, resource management, leadership, data analysis processes and tools, school improvement plan guidance and feedback, information regarding scientifically based research-proven curriculum and instruction, and professional development opportunities for teachers and administrators.”

If the superintendent identifies any Chicago school as “nonperforming” per 105 ILL. COMP. STAT. ANN. 5/34-8.3 the superintendent must develop a remediation plan for the school. The plan must include at least one of four methods, including “applying to the board for additional funding for training for the local school council.”

**Notes:** Chicago building principals are “encouraged to make recommendations to the appropriate local school council concerning all educational aspects” of the building.

Statute extends whistleblower protection to any local school council member who discloses information that “evidences (1) a violation of any law, rule, regulation, or policy, or (2) waste, fraud, mismanagement, abuse of authority, or a danger to the health or safety of students or the public.” No disciplinary action may be taken against this member for the disclosure of such information, and the member’s identity may not be released without the member’s written consent.

If the superintendent believes any Chicago school identified as “nonperforming” per 105 ILL. COMP. STAT. ANN. 5/34-8.3 will not be remediated by the methods required for a school placed on remediation, he or she must place the school on probation. Every school on probation must “have a school improvement plan and school budget for correcting deficiencies identified by the board.” The plan is to “include specific steps that the local school council and school staff must take to correct identified deficiencies and specific objective criteria by which the school’s subsequent progress will be determined.” A school on probation for up to one year that still has not made “adequate progress in correcting deficiencies” is subject to more severe sanctions, including the ordering of new school council elections.

Any school or district on academic watch status must have a state superintendent-appointed school or district improvement panel. Any panel for a Chicago school must have “one or more members selected from the school’s subdistrict council and one or more members from the school’s local school council.” The school or district

improvement panel must “(1) assist the school or district in the development and implementation of a revised Improvement Plan and amendments thereto and (2) make progress reports and comments to the State Superintendent of Education pursuant to rules promulgated by the State Board of Education.”

The local school council of any building with a bilingual education program is “encouraged to provide translators at each council meeting to maximize participation of parents and the community” and must “create a Bilingual Advisory Committee or recognize an existing Bilingual Advisory Committee as a standing committee. The Chair and a majority of the members of the advisory committee [must] be parents of students in the bilingual education program. The parents on the advisory committee [must] be selected by parents of students in the bilingual education program, and the committee [must] select a Chair. The advisory committee for each secondary attendance center [must] include at least one full-time bilingual education student. The Bilingual Advisory Committee [must] serve only in an advisory capacity to the local school council.”

“Local school councils may utilize the services of an arbitration board to resolve intra-council disputes.”

The chief executive officer of the Chicago School Reform Board of Trustees must “issue a written policy defining the circumstances under which a local school council is not carrying out its financial duties effectively.”

“On or before December 1, 1995, and on or before the first day of May and the first day of December of each subsequent calendar year, the Public Building Commission created and organized under this Act in and for [Chicago must] prepare and file with the General Assembly, the board of education of the school district located in that municipality, and the local school council of each attendance center in that school district for which there is pending or under construction but not completed a project for the construction, renovation, or rehabilitation of a school building or other school facility that is to be used by that attendance center, a status report that sets forth: (1) the date when work on the project began, (2) whether work on the project at the time the report is filed is progressing ahead of, on, or behind the schedule established for work on the project to be performed, (3) the projected completion date of the project, and (4) whether the labor and materials furnished for the project as of the time the report is filed were furnished at the project cost budgeted for such labor and materials, and if not, the amount by which the labor and materials so furnished exceed or are less than the project cost budgeted for such labor and materials.”

The Chicago School Reform Board of Trustees is authorized to create other local school council advisory bodies “as the Trustees deem appropriate to function in an advisory capacity to any other organizations or offices established by the Trustees.”

Any school participating in the Chicago Learning Zone grant program may waive certain provisions of state law, but may not waive “local school council provisions, including required statements of economic disclosure.” 105 ILL. COMP. STAT. ANN. 5/34-18.8 defines the circumstances upon which the Chicago board must revoke a school’s Learning Zone status.

Local boards are to ensure school councils are protected under the liability protections provided to other district boards and commissions.

“No hiring or appointment of any person in any position by the [Chicago] Board, the general superintendent, any other officer or employee of the Board, or any local school council [may] be made or entered into unless it is consistent with the district’s Financial Plan and Budget in effect and the staffing plan approved by the [School Finance] Authority ...”

**Legal citations:** 50 ILL. COMP. STAT. ANN. 20/19.1; 105 ILL. COMP. STAT. ANN. 5/ 2-3.25d, -3.25e, -3.25h, 5/18-8.05; 5/34-2.1, -2.2, -2.3, -2.3a, -2.3b, -2.4, 2.4a, -2.4b, -2.4c, -3.3, -8.1, -8.3, -8.3a, -8.12, -8.14, -8.18, -13.1, -18.1, -85; 105 ILL. COMP. STAT. ANN. 5/34A-405.2

## **Indiana**

**SBM mandated, recommended, or voluntary:** Voluntary – participating schools apply to the department for a grant and must meet other specified criteria.

**Statewide or pilot:** Pilot

**Responsibilities/level of authority:** Not specified. To obtain a grant, however, a school application to the department must “include a detailed description of the school pilot program [and] demonstrate a significant commitment by teachers, parents and school administrators toward achieving positive outcomes in school activities[.]” In addition, a pilot program must include all the following: “(1) School based management models; (2) Parental involvement strategies; (3) Innovative integration of curricula, individualized education programs, nonstandard courses, or textbook adoption in the school improvement plan under IC 20-1-1.2-7(6).”

**Composition of council, if mandated:** School/community improvement councils must be comprised of an unspecified number/ratio of the following: “parents of students, school personnel, and representatives of the community.”

**Training/technical support addressed in legislation:** Yes. Pilot programs must include “training for participants to become effective members on school/community improvement councils.”

**Notes:** Each pilot school must submit a written report to the department with the school’s findings, conclusions, and recommendations concerning the school pilot program.

§ 20-10.1-26-1 provides legislative intent for establishing the 21st century schools pilot program.

While the local superintendent is to develop procedures for adopting textbooks from the state-approved list, these procedures must incorporate “the involvement of teachers and parents on an advisory committee for the preparation of recommendations for textbook adoption. The majority of the members must be teachers, and not less than ... 40% of the committee must be parents. These recommendations [must] be submitted to the superintendent in accordance with the established procedures in the local school corporation.” A teacher/parent committee also may be appointed to evaluate “books, magazines, and audiovisual material used or proposed for use in the classroom to supplement state adopted textbooks, and may make recommendations to the superintendent and the governing body concerning the use of this material.”

**Legal citations:** IND. CODE ANN. § 20-10.1-26-1, -2, -3, -4, -5, -6, -7, -8, -9; 20-10.1-9-21

## **Kansas**

**SBM mandated, recommended, or voluntary:** Mandatory

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** School site councils are “responsible for providing advice and counsel in evaluating state, school district, and school site performance goals and objectives and in determining the methods that should be employed at the school site to meet these goals and objectives. Site councils may make recommendations and proposals to the school board regarding budgetary items and school district matters, including but not limited to, identifying and implementing the best practices for developing efficient and effective administrative and management functions. Site councils also may help school boards analyze the unique environment of schools, enhance the efficiency and maximize limited resources, including outsourcing arrangements and cooperative opportunities as a means to address limited budgets.”

**Composition of council, if mandated:** School site councils must be comprised of the principal and an unspecified number/ratio of “representatives of teachers and other school personnel, parents of pupils attending the school, the business community, and other community groups.”

**Training/technical support addressed in legislation:** No

**Legal citations:** KAN. STAT. ANN. § 72-6439

## **Kentucky**

**SBM mandated, recommended, or voluntary:** Mandatory

**Statewide or pilot:** Statewide. Upon a majority vote, however, by school staff and at least 25 parents in a building that meets its accountability and student achievement goals under § 158.6455 may apply to the state board for a waiver from the requirement to establish site-based decisionmaking. The state board must grant this waiver. In addition, a district is not “required to implement school-based decisionmaking if the local school district contains only one school.”

**Responsibilities/level of authority:** Every local board must “adopt a policy for implementing school-based decisionmaking in the district” through the creation of school councils. Statute mandates that school councils be responsible for some duties but requires local board policy to determine school councils’ involvement in other areas enumerated in this profile.

**A local school council must:**

- “Set school policy consistent with district board policy which shall provide an environment to enhance the students’ achievement and help the school meet the goals established by KRS 158.645 and 158.6451.”
- Establish “the number of persons to be employed in each job classification at the school [upon] receiving notification of the funds available for the school from the local board.” The council may make decisions on vacancies that arise after the council is established but may not recommend transfers or dismissals.
- Select a school principal when a vacancy arises, from a list of applicants provided by the local superintendent.
- Provide consultation to the principal on the staff to fill vacancies, from the list of applicants provided by the local superintendent. Personnel decisions – on both principal and staff – are “binding on the superintendent who completes the hiring process.” The superintendent must likewise “provide additional applicants upon request when qualified applicants are available.”
- Determine the school’s “textbooks, instructional materials, and student support services.” The state board is required to approve a formula for districts to allocate funds to school councils, and the local board must allocate sufficient funds to each school “to meet the school’s needs related to instructional materials and school-based student support services, as determined by the school council.” The council must “consult with the school media librarian on the maintenance of the school library media center, including the purchase of instructional materials, information technology, and equipment.”
- Adopt a policy, to be implemented by the principal:
  - Determining “curriculum, including needs assessment and curriculum development;
  - Assignment of all instructional and noninstructional staff time;
  - Assignment of students to classes and programs within the school;”
  - Determining “the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar year as established by the local board;”
  - Determining how school space will be used during the school day;
  - “Planning and resolution of issues regarding instructional practices;”
  - Choosing and implementing “discipline and classroom management techniques as a part of a comprehensive school safety plan, including responsibilities of the student, parent, teacher, counselor, and principal;” elsewhere statute requires school councils to “select and implement the appropriate discipline and classroom management techniques necessary to carry out the” local board’s student behavior and discipline code.
  - Determining extracurricular programs and “policies relating to student participation based on academic qualifications and attendance requirements, program evaluation, and supervision;”
  - Establishing “procedures, consistent with local school board policy, for determining alignment with state standards, technology utilization, and program appraisal; and”
  - Adopting “procedures to assist the council with consultation in the selection of personnel by the principal, including, but not limited to, meetings, timelines, interviews, review of written applications, and review of references. Procedures [must] address situations in which members of the council are not available for consultation.”
- Review data each year on students’ performance on the Commonwealth Accountability Testing System, both on the performance of all students tested and disaggregated by race, gender, family income and disability. After reviewing this data, every school council, “with the involvement of parents, faculty, and staff, [must] develop and adopt a plan to ensure that each student makes progress toward meeting the goals” set forth in KRS 158.645 and 158.6451(1)(b) by April of each year and submit the plan to the superintendent and local board of education for review as described in KRS 160.340.” The department must “provide each school council the data needed to complete the review required by this paragraph no later than November 1 of each year.”
- “If a school council establishes committees, it [must] adopt a policy to facilitate the participation of interested persons, including, but not limited to, classified employees and parents. The policy shall include the number of committees, their jurisdiction, composition, and the process for membership selection.”
- “Determine the organization of [the school’s] ungraded primary program, including the extent to which multiage groups are necessary to implement the critical attributes based on the critical attributes and meeting individual student needs.”
- Plan the use of three of the four professional development days in the building, though “the district is encouraged to provide technical assistance and leadership to school councils to maximize existing resources and to encourage shared planning.” The state board’s formula for districts to allocate funds to school councils must include “an allocation for professional development that is at least 65% of the district’s per pupil state allocation for professional development for each student in average daily attendance in the

school." School councils in small schools are "encouraged to work with other school councils to maximize professional development opportunities."

- Determine how a school's reward through the state accountability system will be used for school purposes.
- By November 1 annually receive from the department "data on its students' performance as shown by the Commonwealth Accountability Testing System." "Upon agreement of the school-based decisionmaking council, or the principal if there is not a council, and the superintendent, the local board [must] establish a biennial target for each school for reducing identified gaps in achievement." In February of odd-numbered years, the council, "with the involvement of parents, faculty, and staff [must] set the school's biennial targets for eliminating any achievement gap and submit them to the superintendent for consideration. The superintendent and the school-based decisionmaking council, or the principal if there is not a council, [must] agree on the biennial targets before they are submitted to the local board of education for adoption." In April of odd-numbered years, the council, again "with the involvement of parents, faculty, and staff, [must] review the data and revise the consolidated plan to include the biennial targets, strategies, activities, and a time schedule calculated to eliminate the achievement gap among various groups of students to the extent it may exist." The plan must address specified areas of activity set forth in statute.
- Elementary schools: "develop and implement a wellness policy that includes moderate to vigorous physical activity each day and encourages healthy choices among students. The policy may permit physical activity to be considered part of the instructional day," up to 30 minutes a day or 150 minutes a week. Each school council also must "adopt an assessment tool to determine each child's level of physical activity on an annual basis. The council or principal may utilize an existing assessment program." The department must provide a list of available resources to assist in implementing these requirements, and must report annually to the Legislative Research Commission "on how the schools are providing physical activity ... and on the types of physical activity being provided. The policy developed by the school council or principal [must] comply with provisions required by federal law, state law, or local board policy."
- For a school that is applying for a reading grant under § 158.792, allocate matching funds, which may come from the building's professional development allocation.
- Provide consent for a school's application for a department grant to provide instruction "that promotes the integration of the arts and foreign languages in the elementary school program." Grant applications must evince that the proposed school program has the support of the school council, teachers and the local board.
- Local boards may require every school council to "make an annual report at a public meeting of the board describing the school's progress in meeting the educational goals set forth in KRS 158.6451 and district goals established by the board."
- If the local board delegates this: responsibility for developing procedures for recycling white paper and cardboard. (Each local board must approve "a plan and procedures for recycling white paper and cardboard in all board-owned and operated facilities.")

#### **A local school council may:**

- At a school council's request, a local board must submit a request to the state board for a waiver from "any administrative regulation promulgated by that board" except those set forth in § 156.160, "from a reporting requirement established by a Kentucky Revised Statute that requires the paperwork to be submitted to the Kentucky Board of Education or the department of education," or from the special education maximum class sizes set by the state board, though an exemption from the special education maximum class sizes must "not be granted if the increased class size will impede any exceptional child from achieving his individual education program in the least restrictive environment."
- Waive the requirement that kindergarten aides "be provided for each 24 full-time equivalent kindergarten students enrolled."
- Textbook and instructional materials: If a local board turns down a school council's plan, "the council may appeal to the commissioner and an administrative hearing" must be held. A council may also, through its superintendent, notify the "State Textbook Commission that it plans to adopt a basal textbook or program that is not on the recommended list by submitting evidence that the title it has chosen meets the selection criteria of the State Textbook Commission ... and the subject specific criteria of the textbook reviewers ... and complies with the required publisher specifications."
- Be responsible for reviewing requests for approval for teachers "to count participation in a professional development activity under the flexible schedule option."
- Grant consent allowing one certified school media librarian to be employed to serve two or more schools in a school district (statute requires every elementary and secondary school to have a library media center and employ a school media librarian.) Should a vacancy in this position arise, the school council is authorized to temporarily fill the vacancy by employing specified alternate staff.

"The policy adopted by the local board to implement school-based decisionmaking shall also address the following:

- (a) School budget and administration, including: discretionary funds; activity and other school funds; funds for maintenance, supplies, and equipment; and procedures for authorizing reimbursement for training and other expenses
- (b) Assessment of individual student progress, including testing and reporting of student progress to students, parents, the school district, the community, and the state
- (c) School improvement plans, including the form and function of strategic planning and its relationship to district planning, as well as the school safety plan and requests for funding from the Center for School Safety under KRS 158.446
- (d) Professional development plans developed pursuant to KRS 156.095
- (e) Parent, citizen, and community participation, including the relationship of the council with other groups
- (f) Cooperation and collaboration within the district, with other districts, and with other public and private agencies
- (g) Requirements for waiver of district policies
- (h) Requirements for record keeping by the school council
- (i) A process for appealing a decision made by a school council."

In addition, "the local board may grant to the school council any other authority permitted by law. The board [must] make available liability insurance coverage for the protection of all members of the school council from liability arising in the course of pursuing their duties as members of the council."

Statute requires the education professional standards board to establish rules allowing a local board and a school council to collaborate to "establish a mentoring program within a school to utilize national board certified teachers."

**Accountability for school councils:** The state superintendent must recommend in writing to the local board of education "the removal of any ... member of a school council ... as to whom he has reason to believe is guilty of immorality, misconduct in office, incompetency, willful neglect of duty, or nonfeasance."

State guidelines for conducting scholastic audits of underperforming schools must include the process for "Reviewing a school's learning environment, efficiency, and academic performance of students and the quality of the school council's data analysis and planning. The scholastic audit team [must] consider the functioning of the school council in its review and make recommendations for improvement of the school council, if needed, and concerning the authority of the school council" if necessary.

In the event "a local board determines that a school has not met its biennial target to reduce the identified gap in student achievement for a group of students, the local board [must] require the council ... to submit its revisions to the consolidated plan describing the use of professional development funds and funds allocated for continuing education to reduce the school's achievement gap for review and approval by the superintendent. The plan [must] address how the school will meet the academic needs of the students in the various groups identified" in statute. When a school "meets its biennial target for reducing the gap in student achievement for the various groups of students identified" in statute, it is no longer required to seek approval of its plan.

"A school with a school council identified as needing improvement under [school accountability provisions in] KRS 158.6455 [must] include in its school improvement plan actions to strengthen the school council and the school-based decisionmaking process at the school." In addition, the district must "include in its assistance plan for [such a school] actions to strengthen the functioning of the school council and the school-based decisionmaking process at the school." A scholastic audit team "auditing a school a second time that for two or more successive accountability cycles failed to meet its goal, [must] include in the review: 1. The functioning of the school and the school council; 2. The implementation of the school improvement plan and actions related to the school council ...; 3. The interaction and relationship between the superintendent, central office personnel, and the council; and 4. A recommendation to the commissioner of education in the audit report concerning whether the school council should retain the authority granted to it under KRS 160.345. If the recommendation is to transfer the authority of the school council, the team also must recommend whether: a. The authority should be transferred to the superintendent or a highly skilled educator; and b. The school council should continue to act in an advisory capacity until all authority has been restored [when the school meets its goal for an accountability cycle as determined by the department]." Statute 160.346 provides further details on the limited powers of school councils in schools not meeting state accountability provisions.

"A member of a school council may be removed from the council for cause, after an opportunity for hearing before the local board, by a vote of four-fifths (4/5) of the membership of a board of education after the recommendation of the chief state school officer pursuant to KRS 156.132. Written notices setting out the charges for removal shall be spread on the minutes of the board and given to the member of the school council."

Nevertheless, "a school's right to establish or maintain a school-based decisionmaking council and the powers, duties, and authority granted to a school council may be rescinded or the school council's role may be advisory if the commissioner of education or the Kentucky Board of Education takes action under KRS 160.346."

**Protection from interference:** “(a) No board member, superintendent of schools, district employee, or member of a school council [may] intentionally engage in a pattern of practice which is detrimental to the successful implementation of or circumvents the intent of school-based decisionmaking to allow the professional staff members of a school and parents to be involved in the decisionmaking process in working toward meeting the educational goals established in KRS 158.645 and 158.6451 or to make decisions in areas of policy assigned to a school council....

(b) An affected party who believes a violation of this subsection has occurred may file a written complaint with the Office of Education Accountability. The office [must] investigate the complaint and resolve the conflict, if possible, or forward the matter to the Kentucky Board of Education.

(c) The Kentucky Board of Education [must] conduct a hearing in accordance with KRS Chapter 13B for complaints referred by the Office of Education Accountability.

(d) If the state board determines a violation has occurred, the party [is to] be subject to reprimand. A second violation of this subsection may be grounds for removing a superintendent, a member of a school council, or school board member from office or grounds for dismissal of an employee for misconduct in office or willful neglect of duty.”

**Composition of council, if mandated:** Every council must include two parents, three teachers and the school principal, who must chair the council. “The membership of the council may be increased, but it may only be increased proportionately.” A parent representative on the council may not be an employee or a relative of an employee of the school” or district administration office “or a local board member or a board member’s spouse. None of the members may have a conflict of interest pursuant to KRS Chapter 45A.” Parents and teachers are to be elected by their peers at the school. Any school with at least 8% minority enrollment as determined by the enrollment on the preceding October 1, must have at least one minority member on the school council. If a school council meeting the minority enrollment threshold does not have at least one minority member, the principal must convene a special election for the parents to elect an additional parent member and the teachers in the building to select one minority teacher to serve on the council. If there are no minority teachers on the faculty, an additional teacher member must “be elected by a majority of all teachers. Term limitations [do] not apply for a minority teacher member who is the only minority on faculty.”

“The General Assembly directs that appointments made by the appointing authority to every board, commission, council or other type of advisory or decisionmaking body created or reenacted by the Education Reform Act of 1990 reflect reasonable minority representation of the membership and that active minority participation at every level of implementation be continually encouraged.”

**Training/technical support addressed in legislation:** The department must “provide professional development activities to assist schools in implementing school-based decisionmaking.” First-time school council members must “complete a minimum of six clock hours of training in the process of school-based decisionmaking, no later than 30 days after the beginning of the service year for which they are elected to serve.” Continuing school council members must complete at least three clock hours “of training in the process of school-based decisionmaking no later than 120 days after the beginning of the service year for which they are elected to serve. Experienced members may participate in the training for new members to fulfill their training requirement.” Mandated school council training must be provided by department-endorsed trainers. Every year, each principal must relay to the department “the names and addresses of each council member and verify that the required training has been completed. School council members elected to fill a vacancy [must] complete the applicable training within 30 days of their election.”

“When a vacancy in the school principalship occurs, the school council [must] receive training in recruitment and interviewing techniques prior to carrying out the process of selecting a principal. The council [must] select the trainer to deliver the training.”

Every district must appoint a certified staff member to serve as a professional development coordinator, to “disseminate professional development information to schools and personnel.” Upon request by a school council, the coordinator must “provide technical assistance to the council ... that may include assisting with needs assessments, analyzing school data, planning and evaluation assistance, organizing districtwide programs requested by school councils or groups of teachers, or other coordination activities.” In addition, the department must help school councils “with the development of long-term school and district improvement plans that include multiple strategies for professional development based on the assessment of needs at the school level. ... State funds allocated for professional development ... may be used throughout the year for all staff, including classified and certified staff and parents on school councils or committees. A portion of the funds allocated to each school council ... may be used to prepare or enhance the teachers’ knowledge and teaching practices related to the content and subject matter that are required for their specific classroom assignments.”

The department of education is required to “establish an electronic consumer bulletin board that posts information regarding professional development providers and programs as a service to school district central office personnel, school councils, teachers, and administrators.”

**Notes:** “A school that chooses to have school-based decisionmaking but would like to be exempt from the administrative structure set forth [in § 160.345] may develop a model for implementing school-based decisionmaking, including but not limited to a description of the membership, organization, duties, and responsibilities of a school council. The school [must] submit the model through the local board of education to the commissioner of education and the Kentucky Board of Education, which [must] have final authority for approval. The application for approval of the model [must] show evidence that it has been developed by representatives of the parents, students, certified personnel, and the administrators of the school and that two-thirds of the faculty have agreed to the model.”

The Superintendents Training Program and Assessment Center must provide training in “school-based decisionmaking.” All superintendents are required to successfully complete the assessment center process within their first year as superintendent.

The department of education is required to develop and disseminate “statewide student discipline guidelines to ensure safe schools and recommendations designed to improve the learning environment and school climate, parental and community involvement in the schools, and student achievement.... The statewide guidelines [must] contain broad principles to guide ... school councils in the selection of discipline and classroom management techniques ... and in the development of the district-wide safety plan.”

Statute establishes the Center for School Safety, to be led by a governor-appointed board of directors. One of the 12 members of the board of directors must be a school council parent representative. In appointing the school council parent member, the governor must solicit recommendations from the Kentucky Association of School Councils.

Statute establishes a statewide School Curriculum, Assessment, and Accountability Council comprised of 17 governor-appointed voting members. Of the members, two must be “parents from recommendations submitted by organizations representing school councils and parents.”

Statute establishes a State Advisory Council for Gifted and Talented Education, comprised of 19 governor-appointed members. Four members must “be parents of students in local school districts, including two parents of students identified as gifted and talented and at least one who serves or has served on a school council.” The council must “seek dialogue with other agencies and organizations,” including the Kentucky Association of School Councils.

Statute requires the department of education to send “copies of KRS 158.181 to 158.187 [on religion and free speech in public schools] to each local school board and school-based decisionmaking council in Kentucky on an annual basis.”

“Each local school shall begin an assessment of school safety and student discipline during the 1998-1999 school year including a review of the following: ... (i) Existing school council policies relating to student discipline and student information; ... (m) Other data deemed relevant by the school council or school administration.”

**Legal citations:** KY. REV. STAT. ANN. § 156.072, 156.095, 156.11, 156.132, 156.160, 156.439, 156.445, 156.500, 157.360, 158.031, 158.070, 158.102, 158.148, 158.186, 158.442, 158.445, 158.6452, 158.6455, 158.648, 158.649, 158.792, 158.7992, 160.294, 160.340, 160.345, 160.346, 160.347, 161.134

## **Maryland**

**SBM mandated, recommended, or voluntary:** Voluntary

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** Not specified in legislation

**Composition of council, if mandated:** “A committee established under this section may include parents, teachers, students, and other citizens as members.”

**Training/technical support addressed in legislation:** No

**Legal citations:** MD. CODE ANN., EDUCATION § 4-112

## Massachusetts

**SBM mandated, recommended, or voluntary:** Mandatory

**Statewide or pilot:** Statewide

### Responsibilities/level of authority:

- Help identify students' educational needs
- "[M]ake recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required" in section 38Q ½
- Help review the annual school budget
- Help the principal develop a plan annually for improving student performance, to be submitted for approval by the district superintendent
- Consult with high school principals in the preparation of the student handbook setting forth student conduct rules. Every spring, the school council must review the student handbook "to consider changes in disciplinary policy to take effect" at the beginning of the next school year, "but may consider policy changes at any time." The annual review must address all areas of student conduct.

The local board may grant a school council "additional authority in the area of educational policy" provided that a school council is not given authority over collective-bargaining agreements/labor relations in the school.

**Composition of council, if mandated:** Statute does not specify total number of members. Every school council must include the principal, who is to serve as co-chair; parents of students at the school (to be elected by their peers); teachers at the school (likewise selected by their peers); "other persons, not parents or teachers of students at the school, drawn from such groups or entities as municipal government, business and labor organizations, institutions of higher education, human services agencies or other interested groups including those from school age child care programs"; and at schools containing any of the grades 9-12, at least one student. Parents must "have parity with professional personnel on the school councils." No more than 50% of the council may be "non-school members" [members other than parents, teachers, students and school staff]. The school principal is responsible "for defining the composition of and forming the group" following a process approved by the local superintendent and school board. "School councils should be broadly representative of the racial and ethnic diversity of the school building and community."

A new school council does not need to be formed "if an existing school council fulfills the intent of this section, the parent and teacher members thereof were selected in a manner consistent with" those set forth in statute and the majority of the membership are parents, teachers, students and school staff.

**Training/technical support addressed in legislation:** The state commissioner of education is required to assist districts in the development of school-based management systems." This assistance must "focus on the implementation of participatory management systems involving all school-based professionals, parents, and on the secondary level, students."

Every school district must "adopt and implement a professional development plan for all principals, teachers, other professional staff, paraprofessionals and teacher assistants" and professional support teams and annually update these plans. Every plan must include training in "participatory decisionmaking, and parent and community involvement" and training for school council members.

The state leadership academy provides training to principals and other school leadership staff. Among the areas in which the academy must provide training are "techniques for developing cooperative relationships with parents and community organizations [and] school-based management skills[.]"

**Notes:** The state board is mandated to "promote the implementation of participatory management systems involving school-based personnel and school councils."

**Legal citations:** MASS. GEN. LAWS ANN. ch. 15, § 58; ch. 69, § 1A, 1B; ch. 71, § 37H, 38Q, 59C

## Michigan

**SBM mandated, recommended, or voluntary:** Mandatory for any district that wants all of its schools to be accredited (see **Notes** below).

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** Not specified

**Composition of council, if mandated:** Not specified

**Training/technical support addressed in legislation:** Not specified

**Notes:** Any district that wants all of its schools to be accredited must adopt, implement and submit to the department a 3- to 5-year school improvement plan that must include “building level decisionmaking.”

§ 380.1525 specifies that professional development programs for administrators and teachers must emphasize specified areas, including “collaborative decisionmaking” and site-based management. The statute also allows state and federal professional development funds to be used for “community leadership development.” The provision requires the state board, with the assistance of intermediate school districts, to “conduct a leadership development training program in each school district for members of the community.”

**Legal citations:** MICH. COMP. LAWS § 380.1277, 380.1525

## Minnesota

**SBM mandated, recommended, or voluntary:** Voluntary. Either a local board or a “school site decisionmaking team may request that the school board enter into an agreement with a school site decisionmaking team concerning the governance, management, or control of the school.

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** “School site decisionmaking agreements must delegate powers, duties, and broad management responsibilities to site teams and involve staff members, students as appropriate, and parents in decisionmaking” and must include “a statement of powers, duties, responsibilities, and authority to be delegated to and within the site.” An agreement may include:

- An achievement contract [see more below under “team accountability”]
- Permission for the principal to make staffing and funding allocation decisions and for the team to make hiring decisions for certified and noncertified staff
- “A mechanism to implement parental involvement programs under § 124D.895 and to provide for effective parental communication and feedback on this involvement at the site level”
- A provision allowing teachers to choose the principal
- “An amount of revenue allocated to the site”
- “Any other powers and duties determined appropriate by the board.”

Each building's school site decisionmaking team (“or the instruction and curriculum advisory committee under § 120B.11 if the school has no school site decision team”) must advise the district on how to use the district's compensatory education funds.

“Revenue for a fiscal year received or receivable by the district” must be allocated to the site per “the agreement between the school board and the site decisionmaking team” and must “remain allocated to each site until used by the site.... The site teams and the board may enter an agreement that permits the district to provide services and retain the revenue required to pay for the services provided. The district remains responsible for legally entering into contracts and expending funds.... The district may charge the accounts of each site the actual costs of goods and services from the general or capital funds attributable to the site.”

**Team accountability:** “A school board may enter a written education site achievement contract with each site decisionmaking team” to establish “learning performance expectations for that site, including the goals for improvement in each area of student performance during the next year, a plan to assist the education site if their goals are not achieved, and other performance expectations and measures determined by the board and the site decisionmaking team.”

**Composition of council, if mandated:** “A school site decisionmaking team may include the school principal, teachers in the school or their designee, other employees in the school, parents of pupils in the school,

representatives of pupils in the school, or other members in the community.” The team must include the school principal and must “reflect the diversity of the education site.” No more than half of the team members may be district employees, “unless an employee is the parent of a student enrolled in the school site” and is serving as a parent representative.

**Training/technical support addressed in legislation:** Upon request, the state must “provide technical support for districts and sites” with school site decisionmaking team agreements established under the state’s primary site-based management statute, § 123B.04.

Each district’s staff development plan “must include ongoing staff development activities that contribute toward continuous improvement in achievement of “ the goal of “[providing] teachers and other members of site-based management teams with appropriate management and financial management skills.”

**Notes:** The state commissioner of education is required by statute to “conduct and compile research on the effectiveness of site decisionmaking” and “periodically report on and evaluate the effectiveness of site management agreements on a statewide basis.”

Every local board is required to establish an instruction and curriculum advisory committee, and districts may choose to create “building teams as subcommittees of the district advisory committee.” A building team is authorized to create and implement an “education effectiveness plan to improve instruction and curriculum.” This team must advise the district instruction and curriculum advisory committee and the board on devising an instruction and curriculum improvement plan that aligns instruction, curriculum and “assessment of student progress in meeting state graduation standards[.]”

Every local board must create an “advisory staff development committee,” which in turn must “assist site professional development teams in developing a site plan consistent with the goals of the” district staff development plan. A majority of the members of each site professional development team “must be teachers representing various grade levels, subject areas and special education.”

The state commissioner of education must develop and maintain “a program of educational effectiveness and results-oriented education,” one of the goals of which is to “increase meaningful parent involvement in site-based decisionmaking. “ The department must assist districts in implementing such programs, and program-related staff development must “be facilitated by building level decisionmaking teams.”

The department is mandated to “develop guidelines and model plans for parental involvement programs” that must include specific activities, including “involvement in a district’s curriculum advisory committee or a school building team under § 120B.11.”

A district may apply to the commissioner of education for a waiver of commissioner regulations “for purposes of implementing experimental programs in ... school management.”

The department “must make available to school districts and individual school sites assistance and training in financial management. The assistance and training” must at a minimum comprise: “(1) provision of an updated uniform financial and reporting system manual in both hard copy and computerized form which will be applicable to both the school district and to a school site under site-based management; (2) regularly scheduled training and assistance in accounting and financial operations, and special assistance as requested; (3) long-term financial planning, including that involved with district reorganization; (4) district and school level expenditure and revenue budgeting and other fiscal and organizational requirements, including that under site-based management; (5) assistance with school, district, and regional capital budget planning; and (6) the development of a model reporting system for school sites for resource use and outcome achievement. The model shall include characteristics about the student population, staffing levels, and achievement results attributable to the instructional and organizational structure of the school site.”

**Legal citations:** MINN. STAT. § 120B.11, § 122A.60, 122A.624, 123B.04, 124D.895, 126C.15, 127A.05, 127A.19

## **Mississippi**

**Notes:** There are statutory references to the existence of site-based management in Mississippi, but no statutory language governing the creation of school councils. One reference to site-based management is in the section mandating statewide assessment. The department is required to monitor student results, and inform “the district superintendent, the school principal and the school advisory committee or other existing parent group of the situation within 30 days” of identifying student performance “below the established minimum standards.”

Another reference: "Any teacher, administrator, school council or local school board in any public school district in this state may post in a public school building, classroom or at any school event or read from any historical document or writing relating to the founding of the United States of America or this state, or both, notwithstanding the fact that such materials may include religious quotations, references or illustrations. There shall be no content-based censorship of American or Mississippi History, heritage or culture based on any religious references contained in such documents, writings or records."

**Legal citations:** MISS. CODE ANN. § 37-16-3, 37-13-163

## **Missouri**

**Notes:** There are statutory references to the existence of site-based management in Missouri, but no statutory language governing the creation of school councils. Statute, however, requires 0.9% of funds appropriated to the department to be "distributed by the commissioner of education to address statewide areas of critical need for learning and development...." Funds may be distributed to "colleges, universities, private associations, professional education associations, statewide associations organized for the benefit of members of boards of education, public elementary and secondary schools, and other associations and organizations that provide professional development opportunities for teachers, administrators, family literacy personnel and boards of education for the purpose of addressing statewide areas of critical need.... Providing information which will assist public school administrators and teachers in understanding the process of site-based decisionmaking" is listed in the statute as one of the "statewide areas of critical need for learning and development" for which monies may be allocated from this fund.

Statute specifies that if the St. Louis school district ("transitional school district") loses its accreditation, its existing school board's powers are to be vested with a "special administrative board" whose powers and duties include the "Authority to establish school site councils to facilitate site-based school management and to improve the responsiveness of the schools to the needs of the local geographic attendance region of the school."

**Legal citations:** MO. ANN. STAT. § 160.530, § 162.1100

## **Nebraska**

**SBM mandated, recommended, or voluntary:** Voluntary (competitive grant program)

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** Not stated in legislation

**Composition of council, if mandated:** Not specified in legislation

**Training/technical support addressed in legislation:** No

**Notes:** A portion of the monies collected from the sale of state lottery tickets must go to four groups, among which is the Education Innovation Fund. The governor is to allocate a portion of monies from the fund, which allocations must be "through incentive grants to ... encourage schools to establish innovations in programs or practices that result in restructuring of ... school management .... Such incentive grants allocated by the governor are intended to provide selected school districts, teachers or groups of teachers, nonprofit educational organizations, educational service units, or cooperatives funding for the allowable costs of implementing pilot projects and model programs." A district must develop a strategic school improvement plan before a grant is awarded. Among the purposes for which competitive grants may be offered are "programs using decisionmaking models that increase involvement of parents, teachers and students in school management [and] increased involvement of the community in order to achieve increased confidence in and satisfaction with its schools." Recipients must make annual reports "documenting the effectiveness of the program in improving the quality of education as designed in the strategic school improvement plans."

**Legal citations:** NEB. REV. STAT. ANN. § 9-812

## **Nevada**

**SBM mandated, recommended, or voluntary:** Voluntary. “The board of trustees of a school district may prescribe rules relating to the creation and administration of a program of school-based decisionmaking for the public schools within the district.”

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** Not specified. Statute states that a local board’s rules on school-based decisionmaking must include “the procedure for a school to obtain a waiver of the requirements of regulations of the board of trustees or the state board” and “a method for allocating money to schools that have adopted a program of school-based decisionmaking and for the administration of the budget of the school district.”

A local board “may waive the requirements of regulations of the board of trustees and the state board for a public school within the district that adopts a program of school-based decisionmaking,” although the board “may not waive statutory requirements.”

A local board may petition the state board on a school council’s behalf to “waive a course of study otherwise required by statute.”

**Composition of council, if mandated:** Not specified. Local board rules on school-based decisionmaking, however, must provide for “the involvement of parents and other members of the community on and with the school council.”

**Training/technical support addressed in legislation:** No

**Notes:** Local board rules on school-based decisionmaking also must provide for “A method for determining the progress of a pupil in a program of school-based decisionmaking; A method for reporting the progress of a pupil to the pupil, his parents or guardians, the board of trustees and the state board; Plans for improving the schools within the district.... and [t]he procedure which a school council or board of trustees may use to withdraw from a program of school-based decisionmaking.”

Local boards must include in its annual accountability report “Efforts made by the school district and by each school in the district, including, without limitation, each charter school in the district, to increase ... [t]he participation of parents in the educational process and activities relating to the school district and each school, including, without limitation, the existence of parent organizations and school advisory committees.”

**Legal citations:** NEV. REV. STAT. ANN. 385.347, 386.4154, 386.4156, 386.4158

## **New Mexico**

**SBM mandated, recommended, or voluntary:** Mandatory

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** Each school council must “assist the school principal with school-based decisionmaking and to involve parents in their children’s education.” Statute specifically requires each school council to:

- “[W]ork with the school principal and give advice, consistent with state and school district rules and policies, on policies relating to instructional issues and curricula and on the public school’s proposed and actual budgets
- [D]evelop creative ways to involve parents in the schools;
- [W]here appropriate, coordinate with any existing work force development boards or vocational education advisory councils to connect students and school academic programs to business resources and opportunities
- [S]erve as the champion for students in building community support for schools and encouraging greater community participation in the public schools.”
- Provide the school principal with input on the school’s proposed budget, to be submitted to the local board
- Determine how the school’s supplemental funding from the “incentives for school improvement fund” will be used (“The total number of public schools that receive supplemental funding shall not constitute more than fifteen percent of the student membership in the state.”) Statute bars the school council from applying the

monies to “salaries, salary increases or bonuses,” though the funds “may be used to pay substitute teachers when teachers attend professional development activities.”

**Composition of council, if mandated:** To be determined by local board policy. School council membership must “reflect an equitable balance between school employees and parents and community members. At least one community member must represent the business community, if such person is available.” The school principal must participate as an active member on the school council and may serve as chairperson.

**Training/technical support addressed in legislation:** No

**Notes:** § 22-1-1.2 establishes legislative intent relative to school councils.

**Legal citations:** N.M. STAT. ANN. § 22-5-16, 22-1-1.2, 22-2C-9, 22-10A-18

## **New York**

**SBM mandated, recommended, or voluntary:** Mandated, although some provisions apply only to the New York City district.

**Statewide or pilot:** Statewide, although some provisions apply only to the New York City district.

**Responsibilities/level of authority: New York City:** District must prepare plan “in consultation with associations of parents, and representatives of teachers, supervisors, paraprofessionals and other school personnel within the [district to] promote the involvement and appropriate input of all members of the school community.” Plan must balance “participation by parents with participation by school personnel” in the powers and duties of schools specified in education § 2590-i and § 2590-r. School-based management teams must be authorized to:

- “[D]evelop an annual school comprehensive educational plan that is aligned with the school based budget.” The plan must be submitted to the district superintendent and be available for public inspection.
- Meet at least monthly during the school year, at a time convenient for parent representatives
- Allow parent members to make recommendations “on the selection of the school principal”
- Develop a parental bill of rights that includes rights specified in statute.

New York City also is required to follow school-based budgeting provisions set forth in statute. Under these provisions, the principal must propose a school-based expenditure budget “after soliciting input ... from all members of the school community.” The district’s school-based budgeting system also must provide for “procedures for schools ... to modify and reallocate monies in the enacted budget [and] a collaborative school-based planning process involving parents, teachers, other school personnel and, where appropriate, students” to implement school-based budgeting.

**Statewide:** Every local board and every board of cooperative educational services (BOCES) must create and approve a district school-based planning and shared decisionmaking plan, to be reviewed every two years using the same inclusive process as in the plan’s creation. The plan must specify:

- “[T]he educational issues which will be subject to cooperative planning and shared decisionmaking at the building level by teachers, parents, administrators, and, at the discretion of the board of education or BOCES, other parties such as students, school district support staff, and community members
- [T]he manner and extent of the expected involvement of all parties
- [T]he means and standards by which all parties shall evaluate improvement in student achievement
- [T]he means by which all parties will be held accountable for the decisions which they share in making
- [T]he process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level
- [T]he manner in which all state and federal requirements for the involvement of parents in planning and decisionmaking will be coordinated with and met by the overall plan.”

Any district receiving an early grades class-size grant must specify how teachers and parents will participate in school based planning and “shared decisionmaking regarding the implementation of reduced class sizes programs at each school with such program in the district.”

More details about the process for developing district school-based planning and shared decisionmaking plans can be found in the **Notes** section below.

School committees may make recommendations to the local board on content and implementation of the instruction “designed to prevent the abduction of children” (mandated for all K-8 students in all public schools).

**Composition of council, if mandated: New York City:** Not specified, but must include parents, teachers and other school staff.

**Statewide:** District plans must provide for “participation by teachers and parents with administrators and school board members in school-based planning and shared decisionmaking.”

**Training/technical support addressed in legislation: New York City:** District plan must provide for “appropriate training to any parent and school personnel who participate in the school-based management and shared decisionmaking process.” This training is both for new and continuing members. School-based budgeting system must provide “appropriate technical support and training to school personnel, parents and other participants in school-based budgeting.”

**Statewide:** Not specified

**Notes:** While statutory references were the source of policies included in this *ECS StateNote*, regulations are included for New York in that substantial content is found therein and statute refers to this content.

**New York City:** Principals are required to “take all necessary steps to promote the effectiveness and integrity of school based budgeting” and to carry out the specified duties set forth in 2590-i “in consultation with parents, teachers and other staff.” While statute does not explicitly require school-based management teams to assist in selecting principals, principals must be chosen in a process that “promotes parental and staff involvement in the recruitment, screening, interviewing and recommendation of candidates.”

**Statewide:** Every district’s school-based decisionmaking plan must be “developed in collaboration with a committee composed of the superintendent of schools, administrators selected by the district’s administrative bargaining organization(s), teachers selected by the teachers’ collective bargaining organization(s), and parents (not employed by the district or a collective bargaining organization representing teachers or administrators in the district) selected by school-related parent organizations, provided that those portions of the district plan that provide for participation of teachers or administrators in school-based planning and shared decisionmaking may be developed through collective negotiations between the board of education or BOCES and local collective bargaining organizations representing administrators and teachers. In the City School District of the City of New York, the superintendent of each community school district, of each district that reports directly to the chancellor and of each high school superintendency shall develop such district plan in collaboration with a committee composed of administrators selected by the district’s administrative bargaining organization(s), teachers selected by the teachers’ collective bargaining organization(s), and parents (not employed by the district or a collective bargaining organization representing teachers or administrators in the district) selected by school-related parent organizations. Members of community school boards may be members of such committees.... In districts in which teachers or administrators are not represented by a collective bargaining organization or there are no school-related parent organizations, teachers, administrators and/or parents shall be selected by their peers in the manner prescribed by the board of education or BOCES to participate in the development of such district plan. In the City School District of the City of New York, the superintendent of each community school district, of each district that reports directly to the chancellor and of each high school superintendency shall develop a plan in the manner prescribed by this subdivision, and each such plan shall be incorporated into a plan by the central board of education, which plan shall comply with this section.” The plan must be adopted “by the board of education or BOCES at a public meeting after consultation with and full participation by the designated representatives of the administrators, teachers, and parents, and after seeking endorsement of the plan by such designated representatives. In the City School District of the City of New York, each plan shall be approved by the superintendent pursuant to subdivision (b) of this section after consultation with and full participation by the designated representatives of the administrators, teachers and parents, and after consultation with the members of the board of education of the community school district, and after seeking endorsement of the plan by such designated representatives. The plan shall be made available to the public. Each board of education or BOCES shall file such plan with the district superintendent or, in the case of city school districts having a population of 125,000 inhabitants or more or a BOCES, with the commissioner within 30 days of adoption.

(2) Each board of education or BOCES shall submit its district plan to the commissioner for approval within 30 days of adoption of the plan. The commissioner shall approve such district plan upon a finding that it complies with the requirements of this section and makes provision for effective participation of parents, teachers, and administrators in schoolbased planning and decisionmaking.”

Regulations specify subsequent actions if a local board or BOCES does not consult with or provide for full participation of all parties in the development of the district school-based decisionmaking plan.

Any district that “has implemented a plan for participation in school-based planning and shared decisionmaking as of February 1, 1994, through its excellence and accountability pilot district program” is not required to develop a new district plan in accordance with the regulations in tit. 8, § 100.11.

“A school district or BOCES which has developed or implemented a plan for participation of teachers and/or administrators in school-based decisionmaking as the result of a collective bargaining agreement between the board of education or BOCES and local collective bargaining organizations representing teachers and/or administrators [must] incorporate such negotiated plan as a part of the district plan required by this section. The board of education or BOCES [must] develop the remainder of the district plan, including the portion relating to parental involvement,” using the same inclusive process as required for development of district school-based decisionmaking plans.

**Legal citations:** N.Y. EDUC. LAW § 803-a, 2590-h(15), 2590-i, 2590-r; N.Y. COMP. CODES R. & REGS. tit. 8, § 100.11, 144.11

## **North Carolina**

**SBM mandated, recommended, or voluntary:** Mandatory

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** Site-based management in North Carolina is part of the state's School-Based Management and Accountability Program, the goals of which are to: “(i) focus on student performance in the basics of reading, mathematics, and communications skills in elementary and middle schools, (ii) focus on student performance in courses required for graduation and on other measures required by the state board in the high schools, and (iii) hold schools accountable for the educational growth of their students.” Every school in the state must assemble a “school improvement team” to “develop a school improvement plan that takes into consideration the annual performance goal for that school ... set by the state board under G.S. 115C-105.35.” Statute specifies that parents and teachers must have a “substantial role in developing school improvement plans” and consequently, team meetings must be “held at a convenient time to assure substantial parent participation.” School improvement plans must include:

- A plan for using staff development funds that the local board may allocate to the school to carry out the school improvement plan. Local boards must give “75% of the funds in the staff development funding allotment to the schools to be used in accordance with that school's school improvement plan.” Building plans may allow a portion of the school's staff development funds to go towards “mentor training and for release time and substitute teachers while mentors and teachers mentored are meeting.”
- [If the school serves students in kindergarten or grade 1,] “A plan for preparing students to read at grade level by the time they enter second grade. The plan [must] require kindergarten and first grade teachers to notify parents or guardians when their child is not “reading at grade level and is at risk of not reading at grade level by the time the child enters second grade. The plan may include the use of assessments to monitor students' progress in learning to read, strategies for teachers and parents to implement that will help students improve and expand their reading, and provide for the recognition of teachers and strategies that appear to be effective at preparing students to read at grade level.”
- “A plan to address school safety and discipline concerns”
- “A plan that specifies the effective instructional practices and methods to be used to improve the academic performance of students identified as at risk of academic failure or at risk of dropping out of school.”

School improvement teams are encouraged to:

- Include “a comprehensive parent involvement program” in their school improvement plan. The state board must “develop a list of recommended” parental involvement strategies that building teams may use to create parent involvement programs that meet the specific needs of their schools.
- Review the school's “need for a comprehensive conflict resolution program as part of the development of its school improvement plan” and if a need for such a program is identified, choose a program from the state board list or “develop its own materials and curricula to be approved by the local board of education.”

School improvement teams may:

- Include in their school improvement plans any decision to transfer certain funds between funding allotment categories. Under the program, school boards “are allowed increased flexibility in the expenditure of state funds”; statute 115C-105.25 specifies the funding areas in which local boards are granted flexibility in use of state monies

- Include in their school improvement plans “requests for waivers of state laws, rules or policies [that inhibit the school’s] ability to reach local accountability goals.” Statute 115C-105.26 specifies the procedures local boards must follow in petitioning the state board for a waiver of state law to improve a school’s ability to improve student achievement.
- Ask the local board [or the parent organization at a school may request this] “to provide assistance in promoting or restoring safety and an orderly learning environment at a school.... If the local board fails to provide adequate assistance to the school, then the school improvement team or parent organization may ask the state board to provide an assistance team to the school.” The state board may send an assistance team to the school “to promote or restore safety and an orderly learning environment” if the local board or superintendent requests such assistance and the state board confirms the need for such assistance, or if the state board “determines within 10 days after its receipt of the request for assistance from a school improvement team or parent organization of a school that the school needs assistance and that the local board has failed to provide adequate assistance to that school.”

School improvement plans may be in effect for up to three years, but may be amended by the school improvement team “as often is necessary or appropriate.... If, at any time, any part of a school improvement plan becomes unlawful or the local board finds that a school improvement plan is impeding student performance at a school, the local board may vacate the relevant portion of the plan and may direct the school to revise that portion.” Likewise, if an assistance team assigned to a school (see next paragraph) finds that the school’s approved school improvement plan “is impeding student performance at a school, the team may recommend to the local board that it vacate the relevant portions of that plan and direct the school to revise those portions.”

The state board, as part of the school-based management and accountability program, must identify low-performing schools, and create assistance teams that may be assigned to them. Assistance teams must be made up of “currently practicing teachers and staff, representatives of institutions of higher education, school administrators, and others the state board considers appropriate.” These assistance teams are to make recommendations for school improvement.

The program must include a process for local boards and schools to resolve disputes “in the development and implementation of school improvement plans.”

**Council accountability:** The state board must recognize schools that meet or exceed their goals under the school-based management and accountability program. The school-based management and accountability program must “be based upon an accountability, recognition, assistance, and intervention process in order to hold each school and the school’s personnel accountable for improved student performance in the school.”

**Composition of council, if mandated:** Each building’s school improvement team must be comprised of the building principal; representatives of the assistant principals, teaching, support staff and teacher assistants in the building; and parents of students in the school, elected by their peers in a secret ballot. “Parents serving on school improvement teams [must] reflect the racial and socioeconomic composition of the students enrolled in that school and [may] not be members of the building-level staff.” In addition, local boards must adopt a policy to guarantee that each principal establishes a school improvement team.

**Training/technical support addressed in legislation:** The state board must “assist local boards and schools” in developing and implementing school-based management. Local boards must “direct the superintendent or the superintendent’s designee to provide appropriate guidance to principals to ensure that these teams are established and that the principals work together with these teams to develop, review and amend school improvement plans for their schools.”

**Notes:** Statute gives the state board responsibility for developing “guidelines, procedures and rules to establish, implement and enforce the School-Based Management and Accountability Program under Article 8B of [115C of the North Carolina Code] in order to improve student performance, increase local flexibility and control, and promote economy and efficiency.”

“Support among affected staff members is essential to successful implementation of a school improvement plan to address improved student performance at that school. The principal of the school [must] present the proposed school improvement plan to all of the principals, assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building for their review and vote. The vote [must] be by secret ballot. The principal [must] submit the school improvement plan to the local board of education only if the proposed school improvement plan has the approval of a majority of the staff who voted on the plan.

“The local board of education [must] accept or reject the school improvement plan. The local board [may] not make any substantive changes in any school improvement plan that it accepts. If the local board rejects a school improvement plan, the local board [must] state with specificity its reasons for rejecting the plan; the school improvement team may then prepare another plan, present it to the principals, assistant principals, instructional

personnel, instructional support personnel, and teacher assistants assigned to the school building for a vote, and submit it to the local board to accept or reject. If no school improvement plan is accepted for a school within 60 days after its initial submission to the local board, the school or the local board may ask to use the process to resolve disagreements recommended in the guidelines developed by the State Board under G.S. 115C-105.20(b)(5).” If there is no recourse to this process, the local board may develop a school improvement plan for the building, although statute encourages the local board to use the school’s proposed school improvement plan “to the maximum extent possible when developing such a plan.”

§ 115C-105.20 establishes legislative intent for creation of school-based management and accountability program.

Statute creates and establishes the membership of the Task Force on School-Based Management, under the purview of the state board of education. The task force is required to:

- “Advise the State Board of Education and Secretary of Health and Human Services on the development of guidelines for local boards of education and schools to implement school-based management as part of the School-Based Management and Accountability Program
- Advise the State Board of Education and the Secretary of Health and Human Services on how to assist the public schools and residential schools so as to facilitate the implementation of school-based management
- Advise the State Board of Education and Secretary of Health and Human Services about publications to be produced by the Department of Public Instruction on the development and implementation of school improvement plans
- Report annually to the State Board of Education on the implementation of school-based management in the public schools on the first Friday in December. This report may contain a summary of recommendations for changes to any law, rule, and policy that would improve school-based management.”

The state board must appoint a director of the Task Force on School-Based Management.

Statute requires the state board to “consider incorporating into the School-Based Management and Accountability Program a character and civic education component which may include a requirement for student councils.”

§ 115C-55 allows a local board to establish an advisory council for any school or schools within the district, to advise the board “on matters affecting the school or schools for which it is appointed. The organization, terms, composition and regulations for the operation of such advisory council “are to be determined by the local board.”

**Legal citations:** N.C. GEN. STAT. § 115C-12, -47, -55, -105.20, -105.21, -105.25, -105.26, -105.27, -105.30, -105.31, -105.32, -105.33, -105.35, -105.38

## Ohio

**SBM mandated, recommended, or voluntary:** Mandatory for at least one building in districts with more than 5,000 students and that have not been identified as “effective” or “excellent” through the state accountability system (§ 3302.03(B)(1 and 2)).

**Statewide or pilot:** Statewide [for districts with more than 5,000 students and that have not been identified as “effective” or “excellent” through the state accountability system provisions in § 3302.03(B)(1 and 2)]

**Responsibilities/level of authority:** Each eligible district must identify at least one building to be run by a site-based management council (SBMC). The council’s “powers, duties, functions and responsibilities” are determined by local board rules, but must include:

- “Providing input for the implementation of guidelines, processes, and procedures established by the district board of education for selecting the principal
- Recommending to the superintendent, for cause, as established by district board of education policy, the removal from the school of the principal, teachers, and/or other professional and para-professional staff
- Recognizing the building principal as chair and facilitator of the initial organizational meeting of the SBMC, during which a temporary chair will be selected to serve until provisions are made to select a permanent chair
- Facilitating the development of a continuous improvement plan for the school
- Monitoring and evaluating the school’s progress with continuous improvement
- Preparing annually, for submission to the district superintendent and board of education, a budget for the operation of the school
- Monitoring the budget

- Preparing and communicating financial progress reports at least annually to the district board of education and the community.”

**Composition of council, if mandated:** The site-based management council (SBMC) membership must be determined by local board, but must include: “(a) The building principal; (b) Teachers assigned to the school; (c) Nonteaching staff; (d) A number (equal to the number of teachers serving on the SBMC) of parents, each with at least one child enrolled in the school; (e) Up to three community representatives; (f) As an option: a member of the student body, with or without voting rights.” The process for selecting members also must be determined by local boards but must provide for teachers, nonteaching staff, parent groups, and students, if applicable, to be chosen by their peers. In turn, each of these representatives must “be responsible for reporting back to the group they represent and for soliciting that group’s views and assistance.” Local board policy also must require the “teacher, nonteaching staff, and parent representative groups elected to the SBMC [to] each appoint one community representative to serve on the SBMC.”

**Training/technical support addressed in legislation:** No

**Notes:** Statute requires most site-based management provisions to be established by the state board. State board rules must create “a mechanism for resolving any differences between the council and the district board if there is disagreement as to their respective powers, duties, functions and responsibilities.”

Any district required to participate in the site-based management program may propose to the department an alternative site-based management structure for at least one of its buildings. The proposal must set forth the composition of the council, which must have the building principal and an equal number of parents and teachers, and the method of selecting and removing council members. The proposal must “also clearly delineate the respective powers, duties, functions and responsibilities of the district board and the council” and must “comply substantially” with the site-based management rules adopted by the state board.

Statute requires the department of education to “encourage, seek out, and publicize to the general public and the school districts of this state, innovative and exemplary school-parent ... partnerships.... As used in this section: (A) “School-parent partnership” means a program that actively involves parents of students in the decisionmaking process of the school district or individual schools within the district.”

**Legal citations:** OHIO REV. CODE ANN. § 3301.131, 3314.20; OHIO ADMIN. CODE § 3301-35-10

## **Oregon**

**SBM mandated, recommended, or voluntary:** Voluntary. Any district may submit an application for the Oregon 21st Century Schools Program, which includes a site-based management component. A district application may be on behalf of one building, two or more buildings, all buildings in the district, or a consortium of two or more districts. Before a district can submit an application to participate in the program, it must identify the building(s) (and, if appropriate, districts on whose behalf the application is submitted) and establish a 21st Century Schools Council in each building affected by the proposal.

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** Must include but not be limited to the following:

- “The development of plans to improve the professional growth of the school’s staff
- The improvement of the school’s instructional program
- The development and coordination of plans for the implementation of programs under this chapter at the school
- The administration of grants-in-aid for the professional development of teachers and classified district employees
- Advising the school district board in the development of a plan for school safety and student discipline under section 5, chapter 618, Oregon Laws 2001.”

If a local board determines that a school site cannot meet these responsibilities, “the school district board [must] establish the 21st Century Schools Council in a manner that best meets the educational needs of the district.”

Before a district may submit an application to participate in the Oregon 21st Century Schools Program, it must determine, “at the direction of the 21st Century Schools Councils and, if applicable, the district planning committee, upon the following:

- The major activities to be carried out as part of the project, including but not limited to the nature and extent of the restructuring of school operations and formal relationships as described in ORS 329.555 (2).
- The specified measures of student learning and achievement, including but not limited to those described in ORS 329.555 (2) for each building affected by the application.
- The process by which each 21st Century Schools Council and, where applicable, the district planning committee will collect data and assess the progress and final performance of its program."

The department's Early Childhood Improvement Program is "to assist public school districts in providing programs designed to improve educational services for children" in grades K-3. Districts may apply for funds to participate in the program; district applications must include "plans developed by 21st Century Schools Councils at the school building level."

**Accountability:** If the Oregon 21st Century Schools Advisory Committee (established by the state board) determines a district's progress to be unsatisfactory, the district may be placed on one year's probation, during which time it may receive special assistance from the department. If the advisory committee deems the district's progress is still unsatisfactory at the end of the probationary year, the district's participation may be terminated and it must return to "compliance with previously waived statutes, rules and local policies and agreements." A district may also terminate its application by submitting to the state board a request for termination that has been approved by various stakeholders, including the 21st Century Schools Councils.

**Composition of council, if mandated:** A 21st Century Schools Council must be made up of "teachers, parents, classified employees and principals or the principal's designee." No more than half of any council's membership may be teachers or parents. At least one member must be a classified employee. The principal or the principal's designee must serve on the council. Parents, teachers and classified employees must be chosen by their peers at the school, and "other representatives" must be chosen by the council. If the local board determines that "the needs of a school site require a different composition, the school district board [must] establish the 21st Century Schools Council in a manner that best meets the educational needs of the district."

**Training/technical support addressed in legislation:** Not specifically, though § 329.745 requires the department to "dedicate a portion of its funds" to provide for the establishment of professional development centers" to meet various needs, including to "assist school districts, teachers, 21st Century Schools Council members and others to formulate goals and indexes of teaching and learning conditions" as part of the Oregon 21st Century Schools Program.

**Notes:** § 329.537: "(1) There is a high priority given to the Oregon 21st Century Schools Program under ORS 329.537 to 329.605 and the School Improvement and Professional Development program under ORS 329.675 to 329.745. Therefore, in addition to other funds available for the purposes of the Oregon 21st Century Schools Program and the School Improvement and Professional Development program, as funds become available, an additional amount may be allocated by the Legislative Assembly for the purposes of these programs. The amount [must] be distributed to eligible school districts at the same time and in the same manner as the State School Fund is distributed. The amount distributed to any eligible school district depends on the amount approved in the school district's application. (2) The decision to distribute funds under this section [must] be made by the State Board of Education on advice of the Oregon 21st Century Schools Advisory Committee."

§ 329.545 sets forth legislative intent for establishing the Oregon 21st Century Schools Program and its site-based management provisions. Two of the stated purposes of the Oregon 21st Century Schools Program are identified in § 329.555: "To encourage the restructuring of school operations and formal relationships among teachers, administrators, other school personnel and local citizens for purposes of improving student achievement [and] To encourage educators, school districts and local citizens to establish measurable goals for educational attainment and increased expectations for student performance...."

§ 329.575 specifies the contents of all applications for the Oregon 21st Century Schools Program, including the number of years for which approval is requested. A district may participate for 1-5 years. § 329.585 specifies the proposals a district may submit in addition to the application for program participation.

§ 329.595 concerns the review of program applications and specifies the criteria to be considered when recommending applications for approval, including "[t]he extent to which the application proposes significant changes in the structure of school operations and the formal relationships between teachers, administrators, other school personnel and public citizens, as described in ORS 329.555 [and] a demonstration of support and commitment from all parties to support and faithfully implement the proposal."

Participating districts must submit annual reports to the state and the local community. These reports must include "specific data that reflect the nature and extent of changes in student learning and other performance as described in its application." A "district may submit proposed amendments to its approved program describing additional statutes,

rules or local policies and agreements that it proposes to waive. Such amendments must be accompanied by a statement of support” from various stakeholders, including “each 21st Century Schools Council involved in the project.”

§ 329.685, paragraph 2: “The state should encourage and assist local school districts in their efforts to establish school goals through a process that involves educators and members of the community and to develop effective tools to measure progress against those goals that will increase the public accountability of educational programs.”

Paragraph 4: “The establishment of 21st Century Schools Councils for the school district and for individual schools is desirable to encourage new initiatives in school-based management and the assessment of educational progress, to provide new and expanded career opportunities for teachers and to facilitate efforts to restructure the school workplace to provide educators with greater responsibility while increasing their accountability.”

§ 329.700 describes the membership and responsibilities of the Oregon 21st Century Schools [State] Advisory Committee.

Statute encourages districts to give parents opportunities “to be involved in establishing and implementing educational goals and to participate in decisionmaking at the school site.”

**Legal citations:** OR. REV. STAT. § 329.125, 329.237, 329.537, 329.545, 329.555, 329.565, 329.570, 329.575, 329.585, 329.595, 329.600, 329.605, 329.685, 329.700, 329.704, 329.745

## **Rhode Island**

**SBM mandated, recommended, or voluntary:** Recommended component of mandatory strategic plans.

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** Every district receiving state aid must develop a strategic plan, which must “be the product of a shared community wide process which defines a vision of what students should know and be able to do [and] encourage the development of school-based improvement planning and implementation,” among other requirements.

**Composition of council, if mandated:** Not specified.

**Training/technical support addressed in legislation:** No

**Notes:** § 16-5-32 creates a \$3 million state fund to support various educational initiatives; the statute mandates that \$250,000 “be used to make competitive grant awards to school districts which develop exemplary school site management programs.”

**Legal citations:** R.I. GEN. LAWS § 16-7.1-2, 16-5-32

## **South Carolina**

**SBM mandated, recommended, or voluntary:** Mandatory

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** Every district and each school must “develop a comprehensive five-year plan with annual updates to outline the District and School Improvement Plans” and every school must have “an improvement council ... to be involved in improvement and innovation efforts at the school.” The council must help prepare the five-year plan and annual updates, “assist with the development and monitoring of school improvement and innovation, provide advice on the use of school incentive grant awards, and provide assistance as the principal may request as well as carrying out any other duties prescribed by the local school board.” Local boards must “review each school improvement plan and the annual updates for integration with district plans and objectives and school progress in meeting those goals and objectives.” The local school board must “allow any council to file a separate report to the local school board if the council considers it necessary. However, no council has any of the powers and duties reserved by law or regulation to the local school board.”

Every principal must collaborate with the school improvement council to “write an annual narrative of a school’s progress in order to further inform parents and the community about the school and its operation. The narrative must cite factors or activities supporting progress and barriers which inhibit progress.” This narrative is included in the school’s annual report card to parents and the public.

Every district and school must “design a comprehensive, long-range plan with annual updates” to implement the purposes of the “Early Childhood Development and Academic Assistance” (chapter 139 of the education code). The school improvement council must assist in developing this plan; the plan and the annual updates must be part of the school improvement report. Any school accredited by the Southern Association of Colleges and Schools (SACS) can substitute the SACS five-year plan and annual updates for the “Early Childhood Development and Academic Assistance” comprehensive plan and updates, as long as the school meets “the participation requirements for the community and School Improvement Council.”

Any school that obtains a “below average” or “unsatisfactory” rating in the state accountability system must revise its school improvement plan with the help of the school improvement council.

Schools rated “unsatisfactory,” or rated “below average” and requesting assistance, must be assigned an external review team. The external review team is authorized to “consult with parents, community members, and members of the School Improvement Council to gather additional information on the strengths and weaknesses of the school.” Schools reviewed by external review teams must, in conjunction with the school improvement council, publish a report to the parents and public.

In the department’s development of a plan to accomplish the Goals 2000 national education goals, statute required the South Carolina School Improvement Councils to be solicited for input.

**Composition of council, if mandated:** At least two parents, at least two teachers, at least two students in schools serving grades nine and above, all elected by their peers at the school and comprising a two-thirds majority of council members. Each council also must include “other representatives of the community and persons appointed by the principal.” The council also should have “ex-officio members such as the principal and others holding positions of leadership in the school or school organizations, such as parent-teacher groups, booster clubs, and federal program advisory groups.” However, “an area vocational center’s school improvement council must be composed as defined exclusively by federal law.”

**Training/technical support addressed in legislation:** In its annual district report, every local board must contain “a summary of the training opportunities provided or to be provided for school improvement council members and professional educators in regard to council-related tasks.” The state board, through the School Council Assistance Project at the University of South Carolina, is required to provide “services and training activities to support school improvement councils and their efforts in preparing an annual school improvement report.”

In addition, § 59-24-50 requires the South Carolina Department of Education Leadership Academy to cooperate with local districts and other entities in developing “continuous professional development programs which meet national standards for professional development and focus on the improvement of teaching and learning,” to be ready by July 1, 1999. State-funded programs are required to meet these standards, and must offer “training, modeling, and coaching on effective instructional leadership as it pertains to instructional leadership and school-based improvement, including instruction on the importance of school improvement councils and ways administrators may make school improvement councils an active force in school improvement. The training must be developed and conducted in collaboration with the School Council Assistance Project.”

**Notes:** Each plan must include an “Innovation Initiative.” Districts and schools must choose at least one of four categories of innovations to implement, among which is “redefining how schools operate resulting in the decentralization of authority to the school site and allowing those closest to the students the flexibility to design the most appropriate education location and practice.”

Every district’s annual report must include “a summary of programs and activities involving parents and citizens in the school.”

The state board is mandated to have policies and procedures for districts so that “Each school has active parent and teacher participation on the school improvement council.” The state board also is required to implement “an award program to recognize business and industries, civic organizations, school improvement councils, and individuals contributing most significantly to public education.” The state board also must “through the State Department of Education, and the Commission on Higher Education ... adopt program approval standards so that programs in a college or university in this State which lead to certification as administrative personnel must include training in methods of making school improvement councils an active and effective force in improving schools.”

**Legal citations:** S.C. CODE ANN. § 59-20-60, 59-20-65, 59-24-50, 59-18-900, 59-5-65, 59-5-150, 59-26-20, 59-18-1310, 59-18-1500, 59-18-1510, 59-139-10, 59-139-11, 59-141-10

## Tennessee

**SBM mandated, recommended, or voluntary:** Two programs, both voluntary

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** **Program I** (§ 49-2-210): Responsibilities not set forth specifically in statute. Any local board may implement a program of school-based decisionmaking. A local board opting for school-based decisionmaking must determine the areas in which decisions are to be made by the school site; these areas may be “management, curriculum, classroom management, professional development, and budget.” A local board may allow school-site decisions “to be at variance with board policies. If such local decisions impact rules and policies of the state board of education or the commissioner of education, they [must] be implemented pursuant to [the innovative education programs in] § 49-1-207 except that there [may] be no limit to the number of systems participating [49-1-207 states there may be only up to 24 school systems operating as innovative educational programs]. No such local decisions [may] have the effect of nullifying requirements of law.”

**Program II** (§ 49-1-207): The commissioner of education is authorized to identify up to 24 districts or any part thereof to run as “innovative educational programs which emphasize school-based decisionmaking and the creation of small learning communities.” The superintendent or principal of an identified district or school “may apply to the commissioner to operate the system or school in accordance with an alternative plan” approved by the commissioner. ... Subject to the implementation and funding of the relevant federal program, additional individual schools which emphasize school-based decisionmaking may be approved.” Schools/districts operating as innovative educational programs must “be distributed throughout the state and not concentrated in any grand division.” Alternative plans may not “impact agreements negotiated under the Educational Professional Negotiations Act [or] reduce the level of state funding to an LEA” but may waive some rules and regulations, including “regulations relative to reporting requirements and premium pay for educators, without giving rise to any contractual right to such pay.” A superintendent or principal may choose to end participation earlier than the end identified in the alternative plan with 30 days’ notice to the commissioner. “A school operating an innovative education program in accordance with this section is not a charter school and cannot convert to a charter school after being authorized under this section to conduct an innovative education program.”

**Composition of council, if mandated:** Not specified. Section 49-2-210, in requiring local boards adopting school-based decisionmaking to define procedures for SBM implementation, “may include guidelines for the participation of school personnel and others, including teachers, students, parents of students, and other persons in the local community.”

**Training/technical support addressed in legislation:** No

**Notes:** § 49-2-210: Local boards implementing school-based decisionmaking must “define the procedures for implementation of its policies. Policies should recognize that school based decisionmaking is a collaborative approach to planning and problem solving.”

**Legal citations:** TENN. CODE ANN. § 49-2-210, 49-1-207

## Texas

**SBM mandated, recommended, or voluntary:** Mandatory

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** Every local board must ensure an improvement plan for each building under its jurisdiction is “developed, reviewed and revised annually for the purpose of improving the performance of all students.” Local board policy must establish a “campus-level planning and decisionmaking process that will involve the professional staff of the district, parents, and community members in establishing and reviewing the district’s and campuses’ educational plans, goals, performance objectives, and major classroom instructional programs.” Every local board, with the active involvement of the district-level planning and decisionmaking

committee, must specify the respective roles of the various stakeholders on committees.” Every school year, the principal and the building committee must “develop, review and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs ... with respect to the academic excellence indicators adopted under § 39.051 and any other appropriate performance measures for special needs populations.”

“Each campus improvement plan must:

- Assess the academic achievement for each student in the school using the academic excellence indicator system as described by Section 39.051
- Set the campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations, including students in special education programs
- Identify how the campus goals will be met for each student
- Determine the resources needed to implement the plan
- Identify staff needed to implement the plan
- Set timelines for reaching the goals
- Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement
- Include goals and methods for violence prevention and intervention on campus
- Provide for a program to encourage parental involvement at the campus.”

The campus level committee must be “involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The campus-level committee must approve the portions of the campus plan addressing campus staff development needs.”

Every campus-level committee must conduct at least one public meeting per year “after receipt of the annual campus rating” from the department “to discuss the building’s performance and the building’s performance objectives. “District policy and campus procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.”

The principal must “regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.”

Every district’s staff development must be “related to achieving campus performance objectives” identified in the campus improvement plan, “and developed and approved by the campus-level committee.”

**Composition of council, if mandated:** Building-level planning and decisionmaking committees must “include representative professional staff, parents of students enrolled in the district, business representatives, and community members. The committees [must] include a business representative without regard to whether the representative resides in the district or whether the business the person represents is located in the district.” Parent representatives may not be district employees, and community members are not to be parents of students in the system. Community members must be at least 18 years old and live in the district.

**Training/technical support addressed in legislation:** The state commissioner of education is responsible for overseeing “the provision of training and technical support to all districts and campuses in respect to planning and site-based decisionmaking through one or more sources, including regional education service centers, for school board trustees, superintendents, principals, teachers, parents, and other members of school committees.”

Regional service centers must offer core services for purchase by districts and schools. Among these core services are “training and assistance to ... members of site-based decisionmaking committees.”

**Notes:** “Statute specifies that local boards are not prohibited from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decisionmaking.”

The state education agency is mandated to “conduct an annual statewide survey of the types of district- and campus-level decisionmaking and planning structures that exist, the extent of involvement of various stakeholders in district- and campus-level planning and decisionmaking, and the perceptions of those persons of the quality and effectiveness of decisions related to their impact on student performance.”

**Legal citations:** TEX. EDUC. CODE ANN. § 8.051, 11.251, 11.253, 11.254, 21.451

**SBM mandated, recommended, or voluntary:** Mandatory

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** Every district and school is required to “provide for teacher and parent involvement in policymaking at the school site [and] establish strategic planning at both the district and school level and site-based decisionmaking programs at the school level.” Every district and school must report annually “to its patrons” on these activities.

Every school must establish a school community council to:

- “Annually evaluate the school’s U-PASS test results and use the evaluations in developing a school improvement plan.” The school improvement plan must “(a) identify the school’s most critical academic needs; (b) recommend a course of action to meet the identified needs; (c) list any programs, practices, materials, or equipment that the school will need to implement its action plan to have a direct impact on the instruction of students and result in measurable increased student performance; and (d) describe how the school intends to enhance or improve academic achievement, including how financial resources available to the school, such as School LAND [Learning and Nurturing Development] Trust Program monies received under Section **53A-16-101.5** and state and federal grants, will be used to enhance or improve academic achievement. The principal must give the school community council access to the school budget and other information necessary to create the school improvement plan. The school improvement plan is “subject to the approval of the local school board.” Every school must implement its school improvement plan and “provide ongoing support for the council’s plan.”
- “Develop the School LAND Trust Program in accordance with Section **53A-16-101.5**
- Assist in the development and implementation of a staff professional development plan as provided by Section **53A-3-701**
- Develop a child access routing plan in accordance with Section **53A-3-402** [only for elementary, middle and junior high schools]
- Advise and make recommendations to school and school district administrators and the local school board regarding the school and its programs, school district programs, and other issues relating to the community environment for students.”
- Review school plans to meet school nurse/health needs and minimize health risks of students prior to implementation (principal may alternately review plans)
- Elementary schools to develop a reading achievement plan (may also be done by a subcommittee or task force created by the school community council). This plan must be implemented by the principal, teachers and other appropriate school personnel. Statute specifies the required content of each reading achievement plan, which must be approved by the local board and undergo annual board review.

“A school community council may create subcommittees or task forces to: (i) advise or make recommendations to the council; or (ii) develop all or part” of a school improvement plan, staff professional development plan, or child access routing plan. “Any plan or part of a plan developed by a subcommittee or task force [must be approved by] the school community council.” In addition, “a school community council may appoint individuals who are not council members to serve on a subcommittee or task force, including parents, school employees, or other community members.”

“In recognition of exceptional quality teaching, Quality Teaching Block Grant monies may be used for the award of individual Quality Teaching Bonuses for Exemplary Teachers to recognize and reward excellence in classrooms as determined by school principals in partnership with their school community councils.”

A school council may recommend and thereby cause nonparticipation in the School Breakfast Program.

**Composition of council, if mandated:** High schools: Six parent members and five staff members, including the principal. The school community council for any school that is not a high school must have four parent members and three staff members, including the principal. A school community council may have more members as long as there are more parent members than staff members. A council may likewise have a smaller membership if there are more parent members than staff members and at least two staff members. On all school community councils, the principal is an ex officio member with full voting rights. Parents and employee members (except the principal) are elected by their peers.

**Training/technical support addressed in legislation:** The state board is required to “disseminate successful site-based decisionmaking models to districts and schools and provide teacher professional development opportunities and evaluation programs for site-based plans.”

**Notes:** Statute sets forth that the legislature must “assist in maintaining a public education system that has the following characteristics: ... emphasizes the involvement of educators, parents, business partnerships, and the community at large in the educational process by allowing them to be involved in establishing and implementing educational goals and participating in decisionmaking at the school site.”

Every local board must create a teacher evaluation program “in consultation with its educators through appointment of a joint committee.” The joint committee must consist of an equal number of board-appointed teachers, parents and administrators. Nominees for parent participants must be submitted by school community councils in the district.

**Legal citations:** UTAH CODE ANN. § 53A-1A-104, 53A-1a-106, 53A-1a-107, 53A-1a-108, 53A-1a-108.5, 53A-3-402, 53A-3-701, 53A-10-103, 53A-11-204, 53A-1-606.5, 53A-16-101.5, 53A-17a-124, 53A-19-301

## **Virgin Islands**

**SBM mandated, recommended, or voluntary:** Not specified in legislation.

**Territorywide or pilot:** Territorywide

**Responsibilities/level of authority:** The only statutory reference to school-based management is in the section establishing the Virgin Islands Education Initiative Fund, from which dollars are allotted directly to schools according to a procedure set out in statute. The building principal is “the sole authority empowered to expend monies allocated to the school from the Education Initiative Fund,” but must consult with the building’s school-based management team “prior to making any expenditure over \$500” except in cases of emergency. Such emergency expenditures must be reported to the team at its next meeting. Consultation and emergency expenditure provisions do “not apply to any school whose school based management team has not in 30 days prior to the time of expenditure.”

**Composition of council, if mandated:** Not specified in legislation.

**Training/technical support addressed in legislation:** No

**Legal citations:** 33 V.I. CODE ANN. § 3093

## **Washington**

Washington’s site-based management legislation was repealed in 1995. The state, however, maintains the Center for the Improvement of Student Learning, mandated to disseminate “best practices research and advice that can be used to help schools develop and implement: ... school-based shared decisionmaking models [and] programs to promote lifelong learning and community involvement in education.” The center also is required to “[I]dentify obstacles to greater parent and community involvement in school shared decisionmaking processes and recommend strategies for helping parents and community members to participate effectively in school shared decisionmaking processes, including understanding and respecting the roles of school building administrators and staff.”

WASH. REV. CODE ANN. § 28A.300.130

## **West Virginia**

**SBM mandated, recommended, or voluntary:** Mandatory (for local school improvement councils, faculty senates and school curriculum teams)

**Statewide or pilot:** Statewide (for local school improvement councils, faculty senates and school curriculum teams)

**Responsibilities/level of authority:** There are three entities that perform site-based management functions and that must be established at each school: local school improvement councils, school curriculum teams, and faculty senates. “In any matters that fall under the purview of both the local school improvement council and the school curriculum team, the school curriculum team must have jurisdiction.”

**Local school improvement councils may:**

- Allocate funds from school of excellence awards
- Allocate funds from competitive grants awarded per § 18-2-29
- Adopt policies and programs to:
  - Encourage parental involvement
  - Encourage businesses to provide time for their employees who are parent(s), guardian(s) or custodian(s) to meet with teachers concerning their child's education
  - Encourage advice and suggestions from the business community
  - Encourage school volunteer programs and mentorship programs
  - Foster utilization of the school facilities and grounds for public community activities.
- "Propose alternatives to the operation of the public school which alternatives will meet or exceed the high quality standards established by the state board and will increase administrative efficiency, enhance the delivery of instructional programs, promote community involvement in the local school system or improve the educational performance of the school generally. The proposal of the council shall set forth the objective or objectives to be accomplished under the proposal, how the accomplishment of such objective or objectives will meet or exceed the standards established by the state board, the indicators upon which the meeting of such standards should be judged and a projection of any funds to be saved by the proposal and how such funds will be reallocated within the school. The alternatives proposed by the council may include matters which require the waiver of policies or rules promulgated by the state or county board and state superintendent interpretations" although waiver proposals must be submitted to the appropriate board for approval. A council may remit a waiver submission which the local board has not responded to in 60 days or has denied to the state board for an advisory opinion.
- Petition the legislative oversight commission on education accountability for a waiver to statute or legislative rule. The oversight commission in turn must "determine whether a recommendation should be made to the Legislature to waive such statute or rule."
- Allow "off-site classrooms to be developed in conjunction with local businesses if those sites have met the requirements established by the local board and if sites are located off campus."

"Councils may adopt their own guidelines.... In addition, the councils may adopt all or any part of the guidelines proposed by other local school improvement councils ... which are not inconsistent with the laws of this state, the policies of West Virginia board of education or the policies of the county board of education."

Councils must meet at least once every nine weeks and at least annually with the local board, at which time the local school improvement council chair or the chair's designee must "be prepared to address any matters as may be requested by the county board as specified in the meeting agenda provided to the council and may further provide any other information, comments or suggestions the local school improvement council wishes to bring to the county board's attention."

Prior to a local board's final decision to close or consolidate a school, the board must give a written copy of "its reasons and supporting data regarding the school closing or consolidation" to the chair, if any, of the local school improvement council for the school "to be closed or consolidated, and any school" to which the students will be consequently sent.

**Faculty senates:** Must convene at the beginning of the school year to "discuss matters relevant to the beginning of the school year." The state or county board may grant additional powers to faculty senates, but the following powers and duties "are specifically reserved for the faculty senate":

**A faculty senate must:**

- Control funds allocated to the foundation established in § 18-9A-9 "for other current expense and substitute employees." From this fund, each classroom teacher and librarian must be allotted \$50 each school year for classroom "materials, supplies or equipment," and the remainder must be spent on "academic materials, supplies or equipment in accordance with a budget approved by the faculty senate." Funds not spent in one school year may be carried over to the next. Districts may not reduce the amount of funds allocated throughout the year based on faculty allocations for such materials, supplies and equipment in the same year.
- "Elect three faculty representatives to the local school improvement council"
- Design "a strategic plan to manage the integration of special needs students into the regular classroom at their respective schools and submit the strategic plan to the superintendent of the county board of education periodically" per department guidelines. Faculty senates must "encourage the participation of local school improvement councils, parents and the community at large in developing the strategic plan for each school." Every strategic plan must, at a minimum, include: "(A) mission statement; (B) goals; (C) needs; (D) objectives and activities to implement plans relating to each goal; (E) work in progress to implement the strategic plan; (F) guidelines for placing additional staff into integrated classrooms to meet the needs of

exceptional needs students without diminishing the services rendered to the other students in integrated classrooms; (G) guidelines for implementation of collaborative planning and instruction; and (H) training for all regular classroom teachers who serve students with exceptional needs in integrated classrooms.”

- Be provided “an opportunity to make recommendations on the selection of faculty to serve as mentors for beginning teachers under beginning teacher internship programs at the school.”

**A faculty senate may:**

- Put together “a process [chaired by the school principal] for faculty members to interview new prospective professional educators and paraprofessional employees at the school and submit recommendations regarding employment to the principal, who may also make independent recommendations, for submission to the county superintendent.”
- Nominate “teachers for recognition as outstanding teachers under state and local teacher recognition programs and other personnel at the school, including parents, for recognition under other appropriate recognition programs and may establish such programs for operation at the school.”
- Provide “recommendations to the principal regarding the assignment scheduling of secretaries, clerks, aides and paraprofessionals at the school.”
- “Submit recommendations to the principal regarding establishment of the master curriculum schedule for the next ensuing school year.”
- “Establish a process for the review and comment on sabbatical leave requests submitted by employees at the school.”
- “Nominate a member for election to the county staff development council.”
- “Solicit, accept and expend any grants, gifts, bequests, donations and any other funds made available to the faculty senate: *Provided, [t]hat the faculty senate [must] select a member who has the duty of maintaining a record of all funds received and expended by the faculty senate, which record [must] be kept in the school office and is subject to normal auditing procedures.*”
- “Review the evaluation procedure as conducted in their school” to determine whether they were performed in agreement with the written system set forth in § 18A-2-12. If a majority of the faculty senate finds that the evaluations were not conducted in a manner in keeping with statute, the senate must submit a written report to the state board. However, this does not create “any new right of access to or review of any individual’s evaluations.”

**A school curriculum team must:** Determine “the programs and methods for implementing a curriculum based on state-approved instructional goals and objectives based on the needs of the individual school with a focus on reading, composition, mathematics, science and technology.” This curriculum must “be submitted to the county board for approval or for return to the school for reconsideration.”

**A school curriculum team may:**

- Petition “through the school’s local school improvement council for a waiver from the textbook adoption process” if the team deems “materials necessary for the implementation of such curriculum are not available through the normal adoption process.”
- “Apply for a grant from the state board for the development or implementation, or both, of remedial and accelerated programs to meet the needs of the students at the individual school.”

**Composition of council, if mandated:** **Local school improvement council:** Principal, three teachers (elected by faculty senate), two school service staff, three parents of children at the school (elected by the parent teacher organization or their peers), and two principal-appointed at-large members, “one of whom resides in the school’s attendance area and one of whom represents business or industry, neither of whom is eligible for membership under any of the other elected classes of members.” No more than one of the parent members may be an employee of that school. The council for a school serving students in grade seven or higher must include “the student body president or other student in grade seven or higher elected by the student body in those grades.” If a building is a vocational-technical school, the vocational director also must serve on the council. If a vocational-technical school has “no vocational director, then the principal may appoint no more than two additional representatives, one of whom represents business and one of whom represents industry.”

**Faculty senate:** All “permanent, full-time professional educators” at the school (“professional educators” defined in § 18A-1-1 includes classroom teachers, principals, supervisors and central office administrators).

**School curriculum team:** The principal, the school counselor, and at least three teachers “representative of the grades taught at the school and chosen by the faculty senate.” In an elementary or elementary/middle school, however, in which “the counselor is not assigned to the school on at least a one-half-time basis, the curriculum team may meet on days when the counselor is not at the school and the principal shall consult with the counselor on the issues relevant to the meeting agenda.”

**Training/technical support addressed in legislation: Local school improvement councils:**

The state board must assist local school improvement councils upon request. The state board may “solicit proposals from other parties or entities to provide orientation training for local school improvement council members and may enter into contracts or agreements for that purpose. Any training for members shall meet the guidelines established by the state board.”

**Faculty senates:** No

**School curriculum teams:** No

**Notes:** School accountability report cards must list the names of the building’s school improvement council members.

Local school improvement councils, faculty senates, student assistance teams and curriculum teams are not subject to review by the office of education performance audits.

Local boards are required to appoint a county steering committee to develop and implement a system in the district that meets the purposes of § 18-2E-8, namely quality K-12 education and postsecondary/workforce preparation. Local school improvement councils and faculty senates are to be included on such county steering committees.

Local boards must adopt and annually review policies promoting “school board effectiveness” that are to address specific objectives, including “Establishing direct links between the county board and its local school improvement councils and between the county board and its faculty senates for the purpose of enabling the county board to receive information, comments and suggestions directly from the councils and faculty senates regarding the broad guidelines for oversight procedures, standards of accountability and planning for future needs as required by this section. To further development of these linkages, each county board [must]: Meet at least annually with a quorum of members from each local school improvement council in the district.... Nothing in this section prohibits a county board from meeting with representatives of a local school improvement council, but at least one annual meeting shall be held, as specified in this section. At any time and with reasonable advance notice, county boards may schedule additional meetings with the council for any low performing school in the district....” Local boards also are mandated to “Make written requests for information from the local school improvement council throughout the year or hold community forums to receive input from the affected community as the county board considers necessary; and report details to the state board concerning the meeting or meetings held with councils.... In order to facilitate development of this report, a county board may consult with and request assistance from members of the councils.”

§ 18-5A-1 establishes legislative intent for local school involvement policies.

The state board is required to define in rule “the minimum qualities, proficiencies and skills that will be required of principals....” The rules must address “the development and use of skills necessary to make a positive use of faculty senates, ... [and] school community leadership qualities, including, but not limited to, the ability to organize and leverage community initiative, communicate effectively, work effectively with local school improvement councils, manage change, resolve conflict and reflect the highest personal values.”

A superintendent may determine a student be expelled for less than 12 consecutive months based on the circumstances of the student’s case. Upon reducing a student’s term of expulsion, the superintendent must “prepare a written statement setting forth the circumstances of the pupil’s case which warrant the reduction of the period of expulsion” and submit this statement to the local board, “the principal, the faculty senate and the local school improvement council for the school from which the pupil was expelled.”

Every local board must approve a policy granting professional educators serving on school curriculum teams professional time “if required for performance of their duties during the instructional day or extra duty compensation if required at other times and for reimbursement for necessary expenses actually incurred in attending meetings of the bodies upon which they serve upon.”

**Legal citations:** W. VA. CODE ANN. § 18-2E-4, 18-2E-5, 18-2E-8, 18-5-13a, 18-5-14, 18-5A-1, 18-5A-2, 18-5A-3, 18-5A-5, 18-5A-6; 18A-3-2c, 18A-5-1a, 18A-5-4

*By Jennifer Dounay, policy analyst, ECS Information Clearinghouse, 303.299.3689, [jdounay@ecs.org](mailto:jdounay@ecs.org).*

© 2005 by the Education Commission of the States (ECS). All rights reserved. ECS is a nonprofit, nationwide organization that helps state leaders shape education policy.

To request permission to excerpt part of this publication, either in print or electronically, please fax a request to the attention of the ECS Communications Department, 303.296.8332 or e-mail [ecs@ecs.org](mailto:ecs@ecs.org).

## ***Helping State Leaders Shape Education Policy***