

**Site-Based  
Decision-Making  
District Plan and  
Handbook  
2019-2020**



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*The purpose of site-based decision-making in the Fort Worth Independent School District is to improve student achievement.*

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## OVERVIEW

The purpose of site-based decision-making (SBDM) in the FWISD is to improve student achievement. Through SBDM, many significant decisions at the campus level will benefit from a consideration of the perspectives of all stakeholders. These decisions involve administrators, teachers, parents, business representatives and community members as partners in the business of increasing student achievement.

**While the SBDM team is structured to provide meaningful participation on relevant issues, it should be clearly noted that the principal is responsible and accountable for all decisions made at the campus level.** In Fort Worth, site-

based decision-making is based upon three basic premises:

- (1) those most closely affected by decisions should have input into making those decisions;
- (2) educational reform will be most effective and long-lasting when carried out by people who feel a sense of ownership and responsibility for the process; and
- (3) given the opportunity and support, people will willingly take responsibility and accountability for their decisions.

This document provides basic information about site-based decision-making in the Fort Worth Independent School District. SBDM team members will be provided a copy of this document when they attend an SBDM training session. Because site-based decision-making is not a static process and must be continually monitored and adjusted, information will be collected to determine the quality and level of SBDM implementation in the district on an on-going basis. This information will be shared with SBDM teams to identify and provide necessary training, support, and resources.

The Fort Worth Independent School District’s plan for site-based decision-making was approved by the Commissioner of Education in October 1992 and is updated annually. The plan, originally developed by the District-Wide Instructional Advisory Committee and the School-Based Decision-Making Task Force, addressed the following components:

- a commitment to improved academic outcomes for all students;
- a statement of purpose that addressed the uniqueness of each campus;
- a structure and procedures for advisory committees to use in participatory decision-making;
- decentralized parameters in the six areas to be addressed: planning, budgeting, curriculum, school organization, staffing patterns and staff development;
- a plan for staff development and technical assistance to prepare the Board of Education, central office, campus staff, parents and community to implement effective site-based decision-making; and
- procedures for evaluating the effectiveness of decision-making.

This document builds on the initial plan by revising some components and adding others. The plan will be reviewed and updated periodically to ensure that it reflects both best practice and state and local requirements.

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*Site-based decision-making (SBDM) was introduced in the Fort Worth Independent School District (FWISD) in the summer of 1981*

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## **BACKGROUND INFORMATION**

Site-based decision-making (SBDM) was introduced in the Fort Worth Independent School District in the summer of 1981. It was piloted in several schools during the 1981-82 school year. During 1982-83 a planning group of principals, teachers, central office staff and parents was established to determine the roles of staff and community in planning and evaluating SBDM at the campus level.

Staff and community participation in SBDM increased during the 1983-84 school year with the formation of a number of SBDM special interest groups. Members explored a variety of issues, including site-based budgeting, community-school collaboration, instructional television, use of technology and special academic programs.

In August 1984 the District SBDM committee issued a progress report outlining the basic philosophy, objectives, and operational guidelines. Information in this document was included in summer and fall 1984 training sessions for SBDM teams. Following this training, SBDM was implemented in schools during the 1984-85 school year and in succeeding school years.

With variations in degrees of support and training offered over time, SBDM remains a viable strategy for making informed decisions at the campus level. To increase the level of student achievement at all schools, the District must continue to provide clarification and direction so that site-based decision-making can have an even more significant impact.

## **HANDBOOK PURPOSE**

This handbook will provide those with a stake in the site-based decision-making process with accurate, current information about the district's plan for site-based decision-making, as well as state and local regulations supporting its implementation.

## DEFINITION, PURPOSE AND EXPECTED

## RESULTS OF SBDM IN FWISD

### *Definition*

Site-based decision-making in the Fort Worth Independent School District is a process whereby a principal regularly consults the campus-level committee in the planning, operation, supervision and evaluation of the campus educational program. *Education Code 11.253(h)*

### *Purpose*

**The purpose of site-based decision-making in the FWISD is to improve the level of student achievement for all students in all schools.**

### *Expected Results*

**The major outcome of site-based decision-making is improved student achievement** as a result of:

- effective district and campus planning;
- increased community involvement in the school improvement process;
- clearly established accountability objectives for all student groups;
- improved communication and information flow;
- participatory decision-making;
- pervasive and long-term commitment to increasing the quality of site-based decision-making; and
- coordination of “regular” and special program components.

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*The purpose of site-based decision-making in the FWISD is to improve the level of student achievement for all students in all schools*

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*The core group of 14 shall ensure that racial and gender diversity is reflected on the team.*

## ROLES AND RESPONSIBILITIES

The role and responsibility of the site-based decision-making team are to provide input to the principal within the scope of state law and local policy.

The Campus Employee Relations Council (CERC) is a subcommittee of the SBDM team established for open communication between the principal and the faculty. The CERC shall function in an advisory role in decisions affecting faculty members. The principal shall seek the advice of the CERC when appropriate and the CERC may bring concerns to the principal as it deems necessary. Through the DERC and the CERC, the District may promote and maintain unity and harmony between teachers and administrators within the local school unit. (See included Board Policy DGB for complete details.)

SBDM does not change the legal governance of schools. School Boards will continue to retain legal authority for the operation of school districts. Superintendents and principals will continue to retain responsibility for the quality of education provided by the school districts and schools.

## COMPOSITION OF SBDM TEAM

The SBDM team is the primary mechanism for implementing participatory decision-making at the school level. Within FWISD, SBDM teams must have a **minimum** of fourteen members. This core group of fourteen members shall be established annually, no later than September 1 of each school year, and will consist of:

- **the campus principal**
- **four teachers** (nominated and elected by teachers only to serve on the SBDM team, with the election to be supervised by the Principal and members of the SBDM team). These teachers will be considered for representation on the Campus Employee Relations Council (CERC).
  - From among the elected faculty, one representative will be elected annually by the SBDM team to serve on the District Employee Relations Council (DERC).

*Teachers are professional personnel with classroom teaching responsibilities for at least four hours of the instructional day;*

## COMPOSITION OF SBDM TEAM (Cont.)

- **one campus-based non-teaching professional staff member** (nominated and elected by non-teaching professional staff only with the election supervised by the Principal and members of the SBDM team). This individual will be considered for representation on the CERC and the DERC.

*Campus-based non-teaching professional staff include those who hold a professional certificate but do not teach at least four hours a day.*

- **one district-level professional staff member** (nominated and elected by all professional staff with the election to be supervised by the Principal and members of the SBDM team).

*A district-level staff member is one who serves multiple campuses.*

- **three parents** (elected by parents only with the election to be supervised by the predominant parent group; membership in the predominant parent group is not required). *A parent is a person who is a parent of, or who stands in parental relation to, a student enrolled in the District. A parent representative cannot be a FWISD employee.*

- **two community members** selected by the principal and the elected members.

*Community members must reside in the district and must be at least 18 years of age. [Education Code 11.251(c)(4)]*

*They must not be a parent or a District employee. They must be representative of the community's diversity.*

- **two business community representatives** selected by the principal and the elected members.

*Business representatives need not reside in nor operate businesses in the district. [Education Code 11.251(b)] They should be representative of the community's diversity.*

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*At least two-thirds of team members who represent elected campus-based staff must be teachers (professional personnel with classroom teaching responsibilities for at least four hours of the instructional day).*

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*The terms for the elected members are determined in the bylaws.*

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### **COMPOSITION OF SBDM TEAM (Cont.)**

In addition, individuals as determined by the 14 core members may be added in order that all the school's major constituent groups are adequately represented (i.e. classroom teachers, parents, teacher assistants, other support personnel, community and/or business representatives, and/or students); however, the overall committee shall be balanced with no one constituent group over-represented on the committee. The core group of fourteen shall ensure that racial and gender diversity is reflected on the team.

The SBDM team shall determine the size of the CERC, with a minimum of three and a maximum of six members.

At least two-thirds of team members who represent campus-based elected staff must be teachers (professional personnel with classroom teaching responsibilities for at least four hours of the instructional day).

### **TERMS**

Schools will specify terms for SBDM members in their by-laws. Those schools that choose to implement staggered terms must provide for the election of at least one teacher and one parent each year.

### **VACANCIES**

A vacancy in an elected position must be filled by election, and a vacancy in a selected position shall be filled by a selection by the remaining members of the team.

## TEAM PROCESSES AND PROCEDURES

### Each team must:

- develop and agree on an organizational structure for addressing decisions in the areas of planning, budgeting, curriculum, staffing patterns, school organization, and staff development;
- establish processes (such as ad hoc committees/task forces, and/or subcommittees, such as a Title I committee) to examine issues in depth and develop recommendations;
- establish decision-making procedures and/or processes for reaching agreement;
- select the District Employee Relations Council (DERC) representative from among the faculty representatives elected to the SBDM;
- establish processes for submission of issues to the team for consideration and for communication with all members of the school community about its activities;
- approve the portions of the campus plan addressing campus staff development needs. *Education Code 11.253(e)*; and
- hold at least one public meeting per year, after the receipt of the annual campus rating from the Texas Education Agency, to discuss the performance of the campus and the campus performance objectives. *Education Code 11.253(g)*

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*The principal is responsible and accountable for all decisions made at the campus level*

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## **PARTICIPATION IN DECISION-MAKING**

With participatory decision-making comes increased building-level accountability for making informed decisions.

Legislation requires the principal to consult regularly and to receive input from the team in the areas of planning, budgeting, curriculum, school organization, staffing patterns, and staff development. **The SBDM team must approve the staff development portion of the Campus Educational Improvement Plan (CEIP).** The team will meet at the call of the principal and must meet a minimum of **six** times per year.

The superintendent is an integral part of the collaborative decision-making process. Further, nothing in the decision-making process shall be construed to limit or affect the power of the local board of trustees to manage and govern the school district.

Even in an environment that nurtures participation, there will continue to be three types of decisions made on a daily basis: command, consultative and collaborative. While the focus of this handbook is on the collaborative nature of SBDM, principals will frequently have to make command decisions in which time or circumstances require that a decision be made with little or no stakeholder input. Other times principals will make a decision after consulting with some stakeholders. Collaborative decisions generally take longer, but they result in greater buy-in for stakeholders.

The principal is responsible and accountable for all decisions made at the campus level. It is the principal's responsibility to ensure that all decisions are in compliance with local and state policy. **The role of the SBDM team is advisory, and its input into decision-making is intended to improve the quality of decisions made by the principal.** Factors that influence the type of decision a principal will choose to make in a given situation include (1) the time available and (2) the necessity of stakeholder support. When there is time available and when stakeholder support is desired, the principal may elect to engage in collaborative decision-making. However, the level of participation by the SBDM team in the decision-making process is determined by the principal.

## **ROLES AND RESPONSIBILITIES OF THE FWISD BOARD OF EDUCATION**

The roles and responsibilities of the Board of Education include:

- setting policy supporting site-based decision-making;
- establishing procedures for campus planning and decision-making;
- adopting a budget supporting the implementation of site-based decision-making;
- approving campus objectives;
- evaluating the impact of site-based decision-making on student achievement;
- providing a forum for campus/district staff to report progress on goals.

# ROLES AND RESPONSIBILITIES

2019-2020



## PLANNING

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
DATA ANALYSIS/ NEEDS ASSESSMENT	Analyze performance data for individual students, subgroups and campus	Assist in data analysis and identification of needs	Provide leadership	Provide data to campuses	Review and discuss TPR data for district	Provide vision and leadership in planning for improvement
		Seek broad based input from stakeholders	Seek broad based stakeholder support for school vision	Assist in interpretation and identification of needs	Assist in reviewing evaluation of District Education Improvement Plan	Seek broad based community support for the mission of the district
			Interpret and analyze data	Conduct district needs assessment and communicate results to campuses		Lead a system wide process for strategic planning for continuous improvement
			Ensure that assessments involve feedback from multiple stakeholders			

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
PLAN FOR IMPROVEMENT	Establish participatory proves for campus improvement	Assist in developing CEIP, making recommendations as appropriate	Provide leadership of campus planning	Identify and communicate state and district requirements	Assist in development of district objectives and strategies for improvement	Communicate expectations, mission and vision
	Develop Campus Educational Improvement Plan	Assist in determining training necessary to build capacity of staff to implement plan	Actively seek resources to assist the planning process	Assist in developing models for campus planning.	Review and approve the staff development portion of the DEIP	Ensure implementation of planning process
	Develop recommendations for district-level goals, objective and strategies	Make budget recommendations to support CEIP	Communicate federal, state and districts requirements to staff	Provide timelines		Ensure implantation of ongoing monitoring process
	Establish participatory proves for campus improvement	Approve staff development portion of CEIP	Collaborate with district staff to ensure alignment with DEIP	Develop DEIP that supports and guides campuses		

## PLANNING

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
MONITOR	Continually monitor student progress	Periodically review reports of progress towards campus goals	Actively monitor implementation of plan, as well as student progress	Support and assist with campus monitoring	Review major instructional programs for alignment with district goals	Ensure implementation of ongoing monitoring process
	Adjust objectives and strategies as needed	Make recommendations for adjustments as needed	Take action as needed	Identify effective monitoring strategies and assist campuses to implement strategies		
	Periodically review reports of progress toward campus goals			Provide necessary training on District initiatives		
	Make recommendations for adjustments as needed			Monitor and adjust district strategy implementation		

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
EVALUATION	Evaluate effectiveness of CEIP through formative and final evaluations based on both formative and informal data for individual students, subgroups and campus performance	Assist in evaluation of campus performance and implementation of campus plan	Provide leadership for formative and summative evaluations	Review campus plans	Assist in evaluation of district plan	Present district and school improvement plans, as well as TAPR, to Board and District Advisory Committee
	Assist in evaluation of campus performance and implementation of campus plan	Use results as basis for recommendations for continued improvement	Assist in interpreting and communicating results to all stakeholders	Review outcomes/results for campus and district goals	Assist in reviewing evaluation of District Education Improvement Plan	Oversee the evaluations of the district and school improvement plans
	Use results as basis for recommendations for continued improvement		Guide staff and SBDM team in using results to plan for continued improvement	Use assessments as basis for continuing plan for improvement	Assist in prioritizing goals and objectives	

## BUDGETING

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
BUDGET DEVELOPMENT	Identify needs and make recommendation for allocation of resources to principal/SBDM team based on instructional needs as reflected in CEIP	Review campus budget bases on allocations to reflect staff input and campus instructional needs	Provide leadership in developing campus budget	Determine allocation of resources for departments and campuses	Review and recommend major district initiatives that reflect budget implications	Provide leadership in budget development
		Make appropriate budgetary recommendations	Ensure budget is aligned with campus instructional needs as delineated in CEIP	Prepare department and district-wide budgets		Ensure that budget is developed
				Provide training, assistance and guidance on budget preparation		Recommend budget to Board of Education for approval
				Ensure compliance with state, local and federal laws regarding appropriations		

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
BUDGET IMPLEMENTATION	Implement strategies based on budgetary allowances	Review requests for budget adjustments and make recommendations as needed	Update and authorize purchase of goods and services	Update and maintain budget based on amendments	Review requests for major budget adjustments and make recommendations	Submit budget adjustments to Board
	Complete purchase orders or warehouse requisitions in a timely manner		Ensure compliance with budgetary guidelines	Ensure that schools and departments do not exceed budget allocations		Initiate adjustments if required
			Monitor budget expenditures	Monitor districtwide budget		Oversee budget implementation
				Recommend budget amendments to superintendent		



## BUDGETING

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
EVALUATION OF THE USE OF RESOURCES	Provide input based on data to principal/SBDM team on effectiveness of budget allocations	Review and evaluate budget effectiveness or resource allocations	Provide leadership and guidance to staff and SBDM team in using evaluation results to plan for budget development	Collaborate with campuses in evaluating their use of fiscal resources	Assist in evaluation of major instructional initiatives in terms of cost and benefits	Ensure that resources are used in compliance with local, state and federal laws
	Develop and evaluation component		Ensure the evaluation of the efficacy of major expenditures	Evaluate results through audit reports		Communicate successes to the public and Board, and disseminate fiscal results
				Determine if federal funds and state compensatory funds were appropriately expended		

## CURRICULUM

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
CURRICULUM DESIGN	Continually monitor student progress	Periodically review reports of progress towards campus goals	Actively monitor implementation of plan, as well as student progress	Support and assist with campus monitoring	Review major instructional programs for alignment with district goals	Ensure implementation of ongoing monitoring process
	Adjust objectives and strategies as needed	Make recommendations for adjustments as needed	Take action as needed	Identify effective monitoring strategies and assist campuses to implement strategies		
	Periodically review reports of progress toward campus goals			Provide necessary training on District initiatives		
	Make recommendations for adjustments as needed			Monitor and adjust district strategy implementation		

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
INSTRUCTION	Evaluate effectiveness of CEIP through formative and final evaluations based on both formative and informal data for individual students, subgroups and campus performance	Assist in evaluation of campus performance and implementation of campus plan	Provide leadership for formative and summative evaluations	Review campus plans	Assist in evaluation of district plan	Present district and school improvement plans, as well as TAPR, to Board and District Advisory Committee
	Assist in evaluation of campus performance and implementation of campus plan	Use results as basis for recommendations for continued improvement	Assist in interpreting and communicating results to all stakeholders	Review outcomes/results for campus and district goals	Assist in reviewing evaluation of District Education Improvement Plan	Oversee the evaluations of the district and school improvement plans
	Use results as basis for recommendations for continued improvement		Guide staff and SBDM team in using results to plan for continued improvement	Use assessments as basis for continuing plan for improvement	Assist in prioritizing goals and objectives	

## CURRICULUM

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
CURRICULUM RESOURCES	Participate in staff development for improvement of individual expertise and program implementation	Review allocations for instructional programs and make recommendations	Provide essential human and fiscal curriculum resources in collaboration with district staff	Collaborate with campus staffs to identify and obtain needed staff, materials and fiscal resources for implementation of instructional program	Become knowledgeable about major district instructional resources	Provide leadership in obtaining necessary funding to support curriculum
	Evaluate supplemental curriculum materials for effectiveness	Support campus instructional improvement initiatives			Assist in reviewing district utilization of resources	
	Make recommendations for acquisition, including technology based upon student needs	Collaborate with district staff to identify instructional resources that align with district curriculum				

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
MONITORING AND EVALUATION	Monitor student progress	Monitor alignment of budget, staff development, curriculum and instructional practices with DEIP	Provide leadership for continuous monitoring and adjusting of instructions	Monitor and review implementation of campus and district improvement plans	Review and assist in evaluation of DEIP and instructional program effectiveness based on data	Ensure monitoring and evaluation of campus and district instructional programs and plans for improvement
	Make instructional adjustments as needed	Monitor alignment of budget, staff development, curriculum, instructional practices with the Campus Educational Improvement Plan	Provide leadership for campus evaluations of instructional program based on results data	Monitor and review implementation of campus and District improvement plans		
	Make program changes based on data and sound practice	Review and evaluate instructional program effectiveness based on results data		Use results as basis for continuing plan for improvement and to determine needs		

## STAFFING PATTERNS

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
ALLOCATION OF PERSONNEL UNITS	Recommend staffing patterns that will facilitate instructional goals	Participate in review of staffing pattern is if requested to do so by the principal	Communicate vision regarding staffing and encourage innovation	Conduct analysis of personnel needs	Review and make recommendations for major district instructional initiatives that may require staffing changes	Ensure all necessary factors are considered in determination of staff allocations
	Review current staffing and make recommendations to principal for distribution or personnel allocations		Make final recommendations for staffing plan	Determine formula for staff allocations		Review and approve final staff allocation formula for campuses
			Ensure all staffing recommendations comply with local, state and federal laws	Provide campuses with information regarding special revenues available for staffing		Approve additional staff allocations during the year as needed
				Approve all staffing plans		
				Budget for staffing allocation		
				Ensure all staffing requirements are not met		
				Ensure all positions are appropriately funded		

## STAFFING PATTERNS

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
SELECTION, PLACEMENTS AND APPRAISAL	Participate interview committee if requested to do so by the principal	Be involved in decisions regarding staff selection criteria if requested to do so by the principal	Determine if staff members will participate in the interview process for staff selection	Development qualified applicant pool through recruitment, screening and verification of credentials	Make suggestions on staffing patterns if requested to so by superintendent	Recommend employment of personnel to the Board
	Provide input into staff selection criteria if requested to do so		Provide interview training before allowing staff members to participate on an interview team	Provide information and training regarding laws and regulations affecting employee selection and hiring		Assume administrative responsibility for assignment and evaluation of all district staff
	Serve as mentors and cooperating teachers		Provide leadership to interview team if (if used)	Work closely with campuses to determine staffing needs		Provide leadership for obtaining the funding and support necessary for district staffing requirements
			Approve teacher and staff appointments	Offer employment based on campuses needs and recommendations		
			Collaborate with central office to seek best candidates	Work collaboratively with campuses to place transfers and excess units		
			Assign and evaluate campus personnel	Ensure all staff hired meet credential/certification requirements		
			Develop professional growth plans based on appraisal and documentation	Provide leadership in the implementation of the appraisal process.		
			Recommend terminations, non-renewal or the suspension of a campus employee based on documentation			

## SCHOOL ORGANIZATION

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
SCHEDULING	Develop and implement daily schedule	Review and advise as requested by the principal in considering advantages and disadvantages of scheduling options	Develop and evaluate schedules which facilitate achievement of campus goals	Provide information on alternate scheduling models	Review campus/district scheduling models as appropriate	Ensure that policies and procedures are followed regarding the development of schedules
	Provide input to principal regarding master schedule		Establish a climate for change which supports scheduling practices to enhance student learning	Provide staff development in relation to scheduling models		Establish a climate which supports scheduling practices to enhance student learning

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
STUDENT BEHAVIOR, ATTENDANCE AND SAFETY	Formulate effective campus and classroom discipline plans	Review campus discipline management plan	Provide campus staff development on behavior management	Provide districtwide staff development on behavior management and discipline procedures	Review the district Student Code of Conduct and advise district staff on recommended changes	Support board policies regarding discipline management and recommend revisions as appropriate
	Maintain an orderly, safe classroom environment	Assist in setting behavior standards and expectations	Evaluate teacher classroom management strategies	Formulate, communicate and evaluate district Student Code of Conduct	Make suggestions on how district can support plans to increase student attendance	Enforce consistent adherence to and equal application of district policies and procedures related to discipline
	Develop a plan for monitoring and increasing student attendance	Support implementation of plan(s) for increasing student attendance	Enforce campus discipline management plan	Communicate policies, procedures and sanctions to staff, students, parents, and community	Make suggestions on how the district can support safe school environments	Work with Student Affairs on district support for enhancing school safety
	Develop a school safety plan	Assist in monitoring and implementation of school safety plan	Communicate campus discipline plan to students, staff and parents	Communicate district procedures for dealing with emergency situations		
			Monitor implementation of attendance plan(s)			
		Provide adequate supervision to ensure a safe school environment				

## SCHOOL ORGANIZATION

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
FACILITIES MAINTENANCE	Maintain cleanliness and appearance of the facility	Assist in seeking campus standards for maintaining an environment conducive to teaching and learning	Establish expectations for care and appearance of facility	Budget to meet routine maintenance needs	Assist in setting district standards for maintaining an environment conducive to teaching and learning	Communicate expectations for district facilities
	Continuously monitor condition of facility		Budget for custodial needs if custodian is supervised by principal	Budget for custodial needs for custodians supervised by Central Services		Secure adequate funding for care and maintenance of facilities
	Advise principal of routine maintenance needs		Establish procedures to monitor and to respond to facility needs	Provide adequately trained custodial and maintenance staff		Ensure monitoring of district facilities program
			Initiate requests for routine maintenance	Provide timely responses to maintenance requests		
			Provide evaluative feedback to maintenance department	Plan and budget for major systems' repairs and replacement		
				Evaluate service provided to campuses		

## STAFF DEVELOPMENT

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
IDENTIFY STAFF DEVELOPMENT	Review CEIP	Analyze CEIP	Provide leadership and expectation of continuous improvement for students and staff	Review DEIP an campus plans	Review DEIP	Ensure ongoing process of evaluation and identification of areas to be developed
	Review current instructional programs and practices	Identify areas of consideration/study to assure successful implementation	Lead process of evaluation of current program/practices	Evaluate current instructional programs and practices	Review information on current programs and practices	Lead expectation of continuous improvement for all students and employees
	Identify areas of strength	Solicit input on plan from staff	Lead process of identifying areas needing improvement	Provide information on proven practices and current research	Identify areas of consideration/study to assure successful implementation	Allocated resources
	Identify areas of improvement or new learnings (skills, processes or methods)	Consider needs of all stakeholders for information/staff development	Organize and present data/information on CEIP/improvement needs	Identify areas to be developed across the district	Consider needs of all stakeholders for information/staff development	Ensure funding and support for staff development on district initiatives and priorities
	Prioritize needs	Make suggestions for staff development	Encourage a climate where ideas, learning and improvement are valued	Prioritize needs at the district level	Make suggestions concerning district staff development initiatives	
		Approve the staff development portions of the CEIP	Lead staff in studying research-based practices	Assist campuses in prioritizing needs	Approve the staff development portions of the DEIP	



## STAFF DEVELOPMENT

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
DESIGN TRAINING PLAN	Participate in study of staff development models, methods and practices	Review suggested staff development plan from staff	Lead process for developing staff development plan	Design staff development programs and strategies to address district and campus needs	Review and approve district staff development plans	Ensure the development of high quality, coordinated staff development across the district
	Identify staff development needs	Seek additional input as needed	Seek assistance if necessary	Provide information, technical assistance and support to campuses as they develop campus-specific training		Seek additional funding/resources as appropriate
	Identify specific staff development times and resources	Ensure staff development is aligned with CEIP for successful implementation of strategies delineated	Consider stakeholder needs for information and staff development	Organize resources to address district and campus needs		
	Develop multi-year plan	Finalize and approve staff development plan	Ensure focus and alignment of staff development plans with CEIP	Seek additional resources/funding as appropriate		
	Plan for coming year staff development	Support the plan	Build broad based support			
				Seek additional funding/resources as appropriate		

## STAFF DEVELOPMENT

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
MONITOR / ADJUST	Monitor progress of implementing new ideas and practices in teaching	Monitor implementation of staff development plan	Monitor level of implementation of new practices	Monitor progress in implementing new ideas at both campus and district level	Review implementation reports	Ensure implementation of process of formative and summative evaluation
	Monitor impact of new learning/practice on student performance	Make suggestions to make the staff development more effective	Monitor changes/improvement in classroom instruction and student performance	Monitor impact of new practices on student learning	Provide input suggestions	Monitor level of implementation of district staff development initiatives
	Solicit additional support or assistance as needed for implementation of the learning/practice	Provide continued support	Seek additional assistance .support as needed for implementation of the staff development plan	Provide additional support to school when needed	Provide continued input/support	Monitor changes and improvements of student performance
	Identify additional staff development to pursue as an individual that supports campus improvement initiatives		Communicate successes	Identify additional staff development to pursue as an individual that will support campus and district improvement	Communicate district successes to the community	As needed, seek additional funding to support campus and district staff development
	Share learnings with other on the campus					Communicate successes to public: disseminate results
	Support others in their development of skills					

## STAFF DEVELOPMENT

FUNCTION	CAMPUS STAFF	SBDM TEAM	PRINCIPAL	CENTRAL OFFICE	DISTRICT ADVISORY COMMITTEE	SUPERINTENDENT
EVALUATE RESULTS	Assess effectiveness of staff development through the use of new/effective practices in instruction	Review reports on effectiveness of implementation of staff development plan	Lead process of evaluation of implementation of the staff development plan	Assess effectiveness of district-level staff development programs	Review implementation of staff development places to enhance student achievement	Ensure process of evaluation of staff development plans
	Assess impact of practices on student performance	Review reports on student performance	Promote continued implementation of practices that impact student achievement positively	Assess impact of district initiative on student performance	Review district TAPR data	Ensure system of analysis of student results
		Make recommendations for further staff development to support district and campus initiatives	Determine next steps in continuation the staff development process to enhance student achievement	Assist campuses in assessing effectiveness of staff development in developing new/effective skills and processes of teaching	Make suggestions for staff development focused on continuous improvement	Report district and campus results to Board of Education
				Assist campuses to assess impact of new skills and processes on student performance	Communicate successes to community	Lead process of recognitions and celebrations of success

# ELECTION GUIDELINES



## ELECTION GUIDELINES

### (1) ELECTION OF FOUR TEACHER REPRESENTATIVES

- The Principal and members of the SBDM team coordinate the nomination and election process of the teacher representatives.

### (2) ELECTION OF ONE CAMPUS-BASED NON-TEACHING PROFESSIONAL STAFF MEMBER

- The campus-based non-teaching professional staff nominate and elect their representative, with the process supervised by the Principal and members of the SBDM team. Campus-based non-teaching professional staff members are those with professional certificates who do not teach four hours a day.

#### a. ELECTION OF CERC and DERC REPRESENTATIVES

- The SBDM Team will determine the size of the Campus Employee Relations Council (CERC) (3 – 6 members).
- The entire school faculty will elect the representatives for the CERC from among the faculty elected to serve on the SBDM team, which includes the elected campus-based non-teaching professional.
- The DERC representative will be elected annually from among the SBDM elected faculty.

### (3) ELECTION OF ONE DISTRICT-LEVEL PROFESSIONAL STAFF MEMBER

- The professional staff on the campus nominates and elects the district-level professional staff member, with the process supervised by the Principal and members of the SBDM team. District-level professional staff are those who serve multiple campuses.

### (4) ELECTION OF PARENT REPRESENTATIVES

- *Nomination of candidates:*
  - The predominant parent group can send out a request for nominations but may not select the candidates for the slate.
  - Candidates may nominate themselves.
- *The Election Process:*
  - The predominant parent group supervises the election.
  - The board of the predominant parent group does not select the parent representatives.
  - If the election is held at the time of a regular meeting of the predominant parent group, it must be held before or after the regular business meeting of the group. SBDM elections cannot be an item on the agenda of the business meeting of the predominant parent group.
- *Use of ballots:*
  - The ballot shall include the names of all parents who were nominated.
  - Ballots may be numbered but must not require a signature.
  - Ballots may be sent home through the mail or with students.
  - A minimum of three individuals should be involved in counting the ballots to ensure an accurate count. **The principal should not be involved with counting ballots.**

- *Parents elect parents:*
  - **A parent candidate must not be a FWISD employee** but must be a parent of, or stand in parental relation to, a student currently enrolled in the FWISD.
  - Candidates do not have to be members of the predominant parent group.
  - Parents who wish to vote do not have to be members of the predominant parent group.
  - Parents who are FWISD employees cannot vote for parent representatives at the school in which they are employed.

# Additional Resources

Links to policies related to SBDM

- [DP\(LOCAL\)](#): Personnel Positions
- [BQB\(LOCAL\)](#): Planning and Decision-Making Process: Campus-Level
- [DGB\(LOCAL\)](#): Employee Rights and Privileges: Personnel Management Relations

Link to [Sample Bylaws Template](#). You can also visit the Division of Policy and Planning Webpage for additional SBDM resources.

- Go to our [District website](#)
- Select **Departments** from the menu at the bottom of the page
- Select **Policy and Planning**
- Select the last option from the menu on the left (**Policy Manuals, etc...**)

DIVISION OF POLICY AND PLANNING  
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