

Philosophy-Goals-Objectives & Comprehensive Plans -- School-Based Planning and Management

School Planning Procedures

1. Role of Site Council

The School Site Council has the responsibility for the development of the school plan. For the purposes of preparing the school plan, the Site Council may augment its membership in order to assure appropriate representation from parents, school staff, community members, and students at the secondary level. The composition of the group should reflect the racial, ethnic, and socio-economic diversity of the school community.

2. Comprehensive Needs Assessment

The first step in the planning process will be the completion of a needs assessment for the school. School data are to be collected, disaggregated, and analyzed in order to gain a comprehensive picture of student performance. School shall review data comparing results over a number of years. Examples of data to be collected and analyzed include:

- Test Results - standardized tests, District benchmarks, classroom assessments, Scholastic Aptitude Test (SAT), Advanced Placement Examinations, and Golden State Examinations.
- Report card grades and numbers of students receiving deficit grades.
- Performance Assessments - portfolios, exhibitions, performance tasks
- Student Data - course enrollments, participation, graduation/drop-out rates, promotion/retention rates, attendance reports, and student discipline reports.
- Client Survey Data - results of surveys conducted among parents, staff, and students.

3. Identification of Needs

School data shall be compared to District standards and targets. Based on this comparison the school will identify the most pressing needs to be addressed in the school plan.

4. Development of the School Plan

The planning group will prepare the site plan which will consist of a school mission statement, a summary of the needs assessment, the identification of schoolwide objectives, and the school strategies necessary for attaining school objectives. The plan shall also contain an implementation schedule and budget.

Decisions regarding the school plan are to be made by consensus. It is recognized that decisions attained by consensus are the most effective in promoting cooperation and commitment. Consensus means that a group

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understands, supports, and is willing to implement a group made decision, even though not every member may be entirely satisfied with the resolution. If every effort is made to reach consensus and the group cannot accomplish that goal, a vote is acceptable as a back-up position. When 75% of the group is willing to move ahead with the proposed plan of action, it may be implemented with the understanding that an evaluation process will be put in place.

5. Plan Approval

Once approved by the Site Council, the school plan shall be submitted to the appropriate cluster Deputy or Assistant Superintendent for review and approval by the Superintendent of Schools.

6. School Plan Update

On an annual basis, school plans will be reviewed and updated. To accomplish this task, the Site Council will analyze school data and compare results from the previous data analysis. The progress of the various school plan objectives and strategies will be reviewed. Necessary modifications to the plan will be made, and the revised plan will be submitted to the cluster Deputy or Assistant Superintendent and Superintendent as outlined above.

School-Based Management Proposals

1. If a school plan contains a proposal(s) for decision-making authority at the building level now exercised at the District level, or if the school plan contains a proposal(s) that may be inconsistent with current Board Policy, state and/or federal law and regulations, or a Collective Bargaining Agreement, such aspects of the plan shall be submitted to the District Review Committee (DRC).
2. The DRC shall be appointed by the Board of Education no later than August of each year. The composition of the DRC shall be three classroom teachers nominated by the Glendale Teachers Association, three administrators nominated by the District, two parents nominated by the Parent-Teachers Association, and one classified employee nominated by the California School Employees Association. Alternates may be appointed to attend DRC meetings in the absence of regular members. The DRC rotates membership annually.
3. The DRC shall be jointly chaired by one member appointed by the Teachers Association and one person appointed by the District.

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School-Based Management Proposals – (continued)

4. The DRC shall have the following functions and responsibilities:
  - a. Develop and implement school-based decision-making waiver proposal criteria.
  - b. Review, evaluate, and make recommendations to the Board of Education regarding those individual school proposals for school-based decision making which are described in No. 1 above.
  - c. Consider and make recommendations regarding training related to school-based decision making.
5. All recommendations from the DRC for waivers are to submitted to the Board of Education for approval. If the DRC makes a recommendation for a waiver of a Collective Bargaining Agreement, it shall be submitted in writing to the District and the Unit for approval. If a proposal approved by the Unit, and adopted by the District, is in conflict with the current contract, the contract shall be deemed amended accordingly. Such amendment shall be for a specific period of time and limited to the specific work site.
6. All DRC decisions shall be made by consensus.
7. Waivers will be granted for two years. Schools may resubmit an approval waiver request after two years following the same process as outlined above. Such renewal requests are to contain an evaluation report as to the success of the program or activity that was granted under the original waiver.

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(Formerly AR 1250)