Site-Based Decision-Making District Plan And Handbook

2016-2017

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Table of Contents

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

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.

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

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.

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

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.

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

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

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).

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).

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

TERMS

Schools will specify terms for SBDM members in them 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)*

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 **eight** 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

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
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

2016-2017

PLANNING

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Function	Campus Staff	SBDMTcam	Principal	Central Office	District Advisory Committee	Superintendent
Monitor	Continually monitor student progress	Periodica lly review reports of progress toward campus goals	Actively 11101 lil0r implemutation of plan, as well as student progress	Support and assist with campus monitoring	Review major instruct-ional programs for alignment with district goal	Ensure iu1plementa-tion of ongoi•g monitoring process
			Adjust objectives and strat(gies as needed	Make recommenda-lions for adjustments as needed	Take action as needed	I effecti• monite strateg assist campus impler traiL'1
	Periodically review reports of progress toward campus goals			Provide necessary trai•ing on district initiatives		
	Make rccommcntlations for adjustments as oeeded			Monitor and adjust district strategy implementa-tion		
Evaluation	Evaluate effectiveness of CEIP lbruugb formative and **fiul** evaluations based OD both formal and inform:tl data for individual studculs, sub-groups, and campus performance	Assist in evaluation of campus performance and implementatio n of campus plan	Provide leadership for furmalive anti summative evaluation	Review campus plans	Assist in evaluation of district **pin**	• Present **districtud** school improvemut plans, as well asAEIS, to Board an d to the District Advisory Committee
	Assist in evaluation of campu performance and implementation of camp us plan	Use results as basis for recommendati onfor continued improvement	Assist in interpreting and commu.icating results to aU stakeholders	Review outcomes/ resultfur campus ond district goals	Use results as baNiN fur recommenda -tious for contiaued improvement ofstudent learning	• Oversee the evaluations nfthc di trict nod school iDlJli"0VCilleat plans
	Usc results as ba is fur recommendations for continued improvement		Guide staff and SBDM team in using results to plan for contiaual improvement	Use asscssmcnh as basis for continuing plan for improvement	Assist in priuritizing goals and objectives	

BUDGETING Function	Campus Staff	SBDMTeam	Principal	Central Office	District Advisory Committee	Superintendent
Budget Development	Identify needs and make rccommendatiODs for allocation of resources to principal! SRDM t am based on instructional needs as reflected io CEIP	Ruicw campus budget based on allocations to reflect staff input and campus instructionl needs	Pro idc leadersllip in duelopiog campus budget	Dclermiuc allocation of resources for departments and campuses	Review and recommead major district initiatives that reflect budget implications	Provide leadership in budget development
		• Make appropriate budgetary recommenda-tions	Ensure budget is aligned with campus instructional needs as delineated in CEIP	• Prepare department and district-wide budgets		Ensure that budget is developed
				Provide traiaing, assistaocc, and guidance on budget preparation		Recommend budget to Board of Education for approval
				• Ensure compliance with statr, Iocal, und federal laws regarding appropriations		
Budget Implementation	• Implement strategies based on budgetary allocations	• Re,•iew requests for budget adjustments and make recommenda-tions as needed	Initiate and authmi7.e purchase of goods and services	• Update and maintai n budget based on amend ments	• Review .-equests fo•• major budget adjustmeats and make recommead-ations	Submit budget adjustments to Board
	• Complete purchase orders or warehouse requisitions in a timely ma•nl r		Ensure compliance with budgeta ry guidelines	Ensure that schools and departments do oot exceed budget allocations		Initiatc budget adjustments if required
			Monitor budget Cllpenditures	Monitor district-wide budget		0\'CfSCe budget implementation
				• Recommend budget amendments to superintendent		

Function	Campus Staff	SBDMTeam	Principal	Central Office	District Advisory Committee	Superintendent
Evaluation of the Use of Resources	• Provide input based on data to principai/SBDMteamon effectiveness of budget allocations	• Review and evaluate budget effectiveness of 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 benefit	• Ensure that resources are used in compliance with local, state, and federal laws
	Develop an evaluation component		• Ensure the evaluation of the efficacy of major expenditures	• Evaluate results through audit reports		• Communicate successes to public and Board and disseminate fiscal results
			• Determine if federal funds and state compensatory funds were appropriately expended			

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Function	Campus Staff	SBD:\1 Team	Principal	Ceotral Office	District Ad,isory Committee	SuperintendeD t
Curriculum Design	• Implemeot district cunicubtm	• roderstaod state aod disn-ict cuniculum req uiremeots	• Commuoicate cuniculum J-equiremeots	• Commuoicate cuniculum J-equiremeots to campuses	• Re\-ifW maj0J' disn-ict iosn-uctiooal progn ms for effectinoess aod aligomeot \\itb state aod distJict	• Commuoicate clearly defioed „-isioo aod expecta tioos tbrougbout disllict
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	• Seek iooontin ways to meet all studeot oeeds	• Help commuo icate cuniculum to commuo ity		• Denlop District Ed ucatiooal ImpJunmeo t Pia u (DEIP) tbat guides denlopmeot of campus plaos		
Instruction	• rse effectin teacbiog practices	• I.xploJ-e eff teacbiog practices based oo studeot oeeds	• ActiYely supeJYise aod mooit or iosn-uctioo	• SuppoJ1aod assist campuses io implemeotatio o of effectin iosn-uctiooal pJugnms	• Assist io re\"ie\\iog major iosOl1ctiooal pra ctices for effecm- eoess	• Promote effectin teacbiog based oo resean: b
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	• Set bigb expecta tioos foJ- studeot learoiog	• So pport staff denlopmeot oeeds io implemeotiog effecm e teacbiog prac tices	• Eo counge aod pro\"ide opportuoities for professiooal gJ'0\\1b of staff	• Assist witb aod pJ'0\"ide professiooa l gJuwtb oppoJ1uoities for campus staffs		

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 recommend-ations	• 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 knowledge-able 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 on student needs	• Collaborate with district staff to identify instructional resources that align with district curriculum				
Monitoring and Evaluation	• Monitor student progress	• Monitor alignment of budget, staff development, curriculum, instructional practices with DEIP	• Provide leadership for continuous monitoring and adjusting of instruction	• Monitor and review implementa-tion of campus and district improvement plans	• Review and assist in evaluation of District Educational Improvement Plan and instructional program effectiveness based on results 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 (CEIP)	• Provide leadership for campus evaluation 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	SBDMTeam	Principal	Central Office	District Advisory Committee	Superintendent
Allocation of Personnel Units	• Recommend staffing patterns that will facilitate instructional goals	• Participate in review of staffing patterns if requested to do so by principal	• Communicate vision regarding staffing and encourage innovation	• Conduct analysis of personnel needs	• Review and make recommenda-tions 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 recommenda-tions to principal for distribution of personnel allocations		• Make final reeommenda-tions for staffing plan	• Determine formula for staff allocations		• Review and approve final staff allocation formula for campuses
			• Ensure all staffing recommenda-tions 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 met		
				• Ensure all positions are appropriately funded		

STAFFING PATTERNS

Function	Campus Staff	SBDMTeam	Principal	Central Office	District Advisory Committee	Superintendent
Selection, Placement, and Appraisal	Participate on interview committee if requested to do so by tbc principal	Be involved in decisions regarding staff selection criteria if requested to do so by the principal	Determine if staff members will participate in interview process for staff selection	Develop qualified applicant pool through recruitment, screening, and verification of cn'llcntials	Make suggestions on staffing patterns if requested to so by superiatendent	Recommend employment of personnel to the Board
	• Provide input into staff selection criteria if nquested to do so		Provide interview training befon allowing staff members to participate on an inter-view team	• Provide information anti training regarding laws and regulations affecting employee selection and hiring		• Assnme administrative rcspnn ihility for assignment and evaluation of all district statT
	• Serve as mentors and cooperating teachers		Provide leadership to interview team (if used)	• Work closely witb campuses to determiae staffing aceds		• Provide leadership for obtaining the funding and support necessary for district staffing requirements
			Approve teacher and staff appointments	• Offl'r employment basl'd on campus needs and reeommeada-tions		
			Collaburale with central office to seek best candidates	• Work collaboratively witb 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 implementa-tion ofthc appraisal process		
			Recommend termination, non-reue"al, or suspension of a campus employee based on documentation			

SCHOOL ORGANIZATION

Function	Campus Staff	SBDMTeam	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
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 district-wide 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 pertaining to discipline management and make recommendations for 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 students, parents, staff, and community	• Make suggestions on how 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 • Monitor implementation of attendance plan(s) • Provide adequate supervision to ensure a safe school environment	• Communicate district procedures for dealing with emergency situations		

SCHOOL ORGANIZATION

Function	Campus Staff	SBDM Team	Principal	Central Office	District Advisory Committee	Superintendent
Facilities Maintenance	• Maintain cleanliness and appearance of facility	• Assist in seeking campus standards for maintaining an environment conducive to teaching and learning	• Establish expectation 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 the 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 adequate, trained custodial and maintenance staff		• Ensure monitoring of district facilities program
			• Initiate requests for routine maintenance	• Prove 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	SRDM Team	Principal	Central Office	District Advisory Committee	Superintendent
Identify Staff Development	• Review CEIP	• Analyze CEJP	• Provide leadership and eXIlCctatiiJII of continuous improvement for students and staff	• Review DEIP and campus plan	• Review DEIP	• Ensure on-going 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 oa current programs and practices	• Lead expectations of continuous improvement for aU students and employees
	• Identify areas of strength	• Solicit input on plan from staff	• Ltd process of identifying areas needi improvement	• Provide information on proven practices and current research	• hlenlify art·.lls of consideration/ study to assure successful implementati0ll	• Allocate resources
	• Identify areas of improYement or new learnings (skills, processes, or methods)	• Consider needs of aU stakeholders for information/ staff development	• Organize and present datal information on CElP/improvc-mcnt needs	• Identify areas to be developed across the district	• Consider needs of all stakeholders for information/ staff development	• Ensure funding and support for staff develop-mcnt 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 conrerning 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 developm portions DEIP

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, 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 priorities	• 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 implementa-tion of staff development plan	• Monitor level of implementa-tion of new practices	• Monitor progress in implementing new ideas at both campus and district level	• Review implementa-tion 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 implementa-tion of new learning/ practice	• Provide continued support	• Seek additional assistance/ support as needed for implementa-tion of the staff development plan	• Provide additional support to schools 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 others 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 in developing 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 plan to enhance student achievement	• Ensure process of evaluation of staff development plan
	• 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 initiatives on student performance	• Review district AEIS data	• Ensure system of analysis of student results
		• Make recommendations for further staff development to support district and campus initiatives	• Determine next steps in continuing 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

POLICIES RELATED TO SBDM

Fort Worth ISD
220905

PERSONNEL POSITIONS   DP
                                                                        (LOCAL)

PRINCIPAL   In addition to the minimal certification requirement, the principal
QUALIFICATIONS   shall have at least:

1. Working knowledge of curriculum and instruction;

2. The ability to evaluate instructional program and teaching effectiveness;

3. The ability to manage budget and personnel and coordinate campus functions;

4. The ability to explain policies, procedures, and data;

5. Strong communications, public relations, and interpersonal skills;

6. Prior experience in instructional leadership roles; and

7. Other qualifications deemed necessary by the Board.

JOB GOAL   The principal shall direct the overall operation of the school, provide instructional leadership to ensure high standards of instructional service, direct the implementation of District policies, and manage the operation of facilities and campus activities.

ASSISTANT PRINCIPAL   The assistant principals shall aid the principals in the management of the schools and in the organization and supervision of the instructional program. These assistants shall act for the principals when conditions require it and shall be assigned responsibilities as outlined by the principals.

Elementary schools with enrollments of less than 500 shall be allowed to select either an assistant principal or an instructional specialist. When the latter is chosen, the instructional specialist shall act for the principal when necessary.

Fort Worth ISD
220905

CAMPUS-LEVEL COMMITTEE

A site-based decision-making team (SBDM) shall be established on each campus to assist the principal. The team shall meet as is mandated by statute for the purpose of implementing planning processes and site-based decision making in accordance with Board policy and administrative procedures and shall be co-chaired by the principal.

The team shall serve exclusively in an advisory role except that each campus team shall approve the portions of the campus educational improvement plan that address staff development needs.

CAMPUS PERFORMANCE OBJECTIVES

Each principal shall be responsible for the development of campus performance objectives. These objectives shall be formulated annually in accordance with a time line established by the District, shall support the District's educational goals and objectives, and shall be specific to the academic achievement of students served at the campus, including, but not limited to students in special populations, such as special education, bilingual, gifted and talented, at risk, and Title I. The Board shall review and approve campus performance objectives.

WAIVERS

The principal/teacher-director shall be responsible for ensuring that no campus-initiated decision violates rule, law, or policy, unless the campus has obtained a waiver.

Except as prohibited by law, a campus may apply to the Board for a waiver of a local policy. An application for a waiver must state the achievement objectives of the campus and the reasons for requesting the waiver. The application must include written comments from the site-based decision-making team.

COMMUNICATIONS

The principal or designee shall ensure that the site-based decision-making team obtains broad-based community, parent, and staff input and provides information to those persons on a systematic basis. Communications shall include, but not be limited to, the following:

1. Periodic meetings to gather input and provide information on the work of the team. Meetings shall be advertised in the District or campus publications;

2. Articles in District or campus publications regarding the work of the team;

3. Periodic reports on the work of the team that may be posted on campus bulletin boards; and

4. Agendas and minutes of team meetings.

DATE ISSUED: 2/17/2011   1 of 3
LDU 2011.01
BQB(LOCAL)-X

PLANNING AND DECISION-MAKING PROCESS   BQB
CAMPUS-LEVEL   (LOCAL)

COMPOSITION	The site-based decision-making team shall be composed of the principal/teacher-director and 13 other members who represent campus-based professional staff, parents, businesses, and the community. Two-thirds of the District and campus staff shall be classroom teachers. The remaining one-third shall be District- and campus-level professional staff. For the purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including but not limited to central office staff.
PARENTS	The site-based decision-making team shall include at least three parents of students currently enrolled within the District, elected by parents (with the election to be supervised by the predominant parent group). They shall be representative of the community's diversity. The principal shall, through a variety of channels, inform all parents of campus students about the team's duties and com-position and solicit the names of volunteers to be placed on the ballot.
COMMUNITY MEMBERS	The site-based decision-making team shall include at least two community members selected by the principal/teacher-director and the elected representatives of the team. They shall be representa-tive of the community's diversity. The principal shall use several methods of communication to ensure that community representa-tives are informed of the team and are provided the opportunity to participate. Community member representatives must reside in the District.
BUSINESS REPRESENTATIVES	The site-based decision-making team shall include at least two business representatives selected by the principal/teacher-director and the elected representatives of the team. They shall be repre-sentative of the community's diversity. The principal shall use sev-eral methods of communication to ensure that business represent-atives are informed of the team and are provided the opportunity to participate. Business representatives need not reside in nor oper-ate businesses in the District.
CLASSROOM TEACHERS	Four classroom teachers shall be nominated and elected by class-room teachers with the election to be supervised by the principal and members of the SBDM team. A classroom teacher is one who is involved in direct instructional responsibilities at least four hours per day.
CAMPUS-BASED NONTEACHING PROFESSIONALS	One campus-based nonteaching professional shall be nominated and elected by nonteaching professionals assigned to that campus with the election to be supervised by the principal and members of the SBDM team.

PLANNING AND DECISION-MAKING PROCESS   BQB
CAMPUS-LEVEL   (LOCAL)

DISTRICT-LEVEL PROFESSIONAL STAFF	One District-level professional staff member shall be nominated and elected by all professional staff assigned to that campus with the election to be supervised by the principal and members of the SBDM team. A District-level professional staff member is one who serves multiple campuses.
ELECTIONS	An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of representatives on the site-based decision-making team. Nominated employees shall give their consent to serve on the team before they are eligible for election. Nominations and elections shall be supervised by the principal and members of the SBDM team.
ADDITIONS	Additional members to the site-based decision-making team may be added by the 14 members of the core team in order to reflect the diversity of the community and the needs of the school.
TERM	Schools may choose to specify in their bylaws staggered terms for site-based decision-making team members. Those schools choosing to implement staggered terms must provide for the election of at least one teacher and one parent each year.
VACANCY	A vacancy during a term shall be filled for the remainder of the term by election or selection as appropriate for the category.
MEETINGS	The site-based decision-making team shall meet at the call of the principal with a minimum of eight meetings per year. The principal shall set the agenda for each meeting. All meetings shall be held outside the regular school day.
ORGANIZATION	Each site-based decision-making team shall develop and agree on an organizational structure, including bylaws and procedures, for addressing decisions in the areas of planning, budgeting, curriculum, staffing patterns, campus curriculum, and school organization, which include:

1.   Establishing processes (such as quality circles, ad hoc committees, task forces, and/or subcommittees) to examine issues in depth, develop recommendations, and make decisions;

2.   Establishing decision-making procedures and/or processes for reaching agreement; and

3.   Establishing processes for submission of issues to the team for consideration and for communication with all members of the school community about the team's activities.

DATE ISSUED: 2/17/2011   ADOPTED: 3 of 3
LDU 2011.01
BQB(LOCAL)-X

EMPLOYEE RIGHTS AND PRIVILEGES   DGB
PERSONNEL-MANAGEMENT RELATIONS   (LOCAL)

RECOMMENDATIONS TO SUPERINTENDENT / BOARD BY PROFESSIONAL ORGANIZATIONS	The following policy has been developed to ensure complete and open communication within the District.
	Employee organizations shall establish procedures for determining which ideas or concerns will be presented to the Superintendent. Only ideas or concerns determined to be representative of a majority of the organization shall be presented.
	Each organization shall give to the Superintendent, in writing, any proposal, suggestion, problem, or concern that has been approved or endorsed by the organization.
	The organization shall seek an appointment with the Superintendent or designee to discuss in detail the communication after he or she has had time to study and evaluate it.
DISTRICT EMPLOYEE RELATIONS COUNCIL (DERC)	In order to establish a process for open communication between the Superintendent and District staff, an elected District Employee Relations Council (DERC), shall be formed at the District level.
	The DERC will function in an advisory role in decisions affecting all school personnel. The Superintendent shall seek the advice of the council when appropriate and the DERC may bring concerns to the Superintendent as it deems necessary.
ADMINISTRATIVE REGULATIONS FOR DERC	Through the DERC, the District can have broad perspective and, therefore, achieve its educational goals to ensure that decisions are in the best interest of students. The following shall apply:

1. The DERC's membership shall consist of one faculty member from each campus site-based decision-making (SBDM) team. In addition, each campus principal shall appoint one faculty member from the campus at-large.

2. The primary function of the DERC is to serve in an advisory capacity in solving common concerns.

3. The DERC shall be especially concerned about, but not limited to:

    a. Procedures for more effective communication between campus staff and District officials.

    b. District professional development.

    c. Improvements to District facilities.

    d. Student-teacher conduct codes.

    e. Information dissemination on educational resources, District events, and administrative communications.

EMPLOYEE RIGHTS AND PRIVILEGES   DGB
PERSONNEL-MANAGEMENT RELATIONS   (LOCAL)

ELECTIONS

The DERC membership shall consist of one faculty member from each campus SBDM team. In addition, each campus principal shall appoint one faculty member from the campus at-large. The election of the DERC membership for the school year will take place in September of each year.

CAMPUS EMPLOYEE RELATIONS COUNCIL (CERC)

In order to establish a process for open communication between the principal and the faculty, a subcommittee of the campus SBDM team shall be formed at each school. The subcommittee shall be known as the Campus Employee Relations Council (CERC).

The CERC shall function in an advisory role in decisions affecting all 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.

ADMINISTRATIVE REGULATIONS FOR THE CAMPUS EMPLOYEE RELATIONS COUNCIL

All professional educators have the responsibility for providing both quality education to the students of the District schools and the best educational environment within their school unit. Through the CERC, the District can achieve its educational goals and have a way to provide a democratic school environment where educators are free to discuss and effect change in areas of common interest and concern.

The District may also, through the CERC, promote and maintain unity and harmony between teachers and administrators within the local school unit. Through mutual respect and purpose, decisions shall be made to the best advantage of both administrators and teachers and therefore, in the best interest of students. The following shall apply:

1. The primary function of the CERC is to serve in an advisory capacity in solving common concerns, through open communication, and striving to arrive at conclusions that are mutually acceptable. The CERC should be willing to discuss any item of common concern with the principal and seek to provide appropriate answers.

2. The CERC shall be especially concerned about, but not limited to:

   a. Procedures for more effective communication between teacher and teacher, teacher and student, teacher and parent, teacher and administrator, and the like.

   b. Internal school faculty and student discipline.

   c. In-service activities and faculty meetings.

   d. Agendas for faculty meetings.

DATE ISSUED: 2/17/2011   2 of 4
LDU 2011.01
DGB(LOCAL)-X

e. Improvements in physical facilities.

f. Student activities.

g. Scheduling of school-related functions outside the regular school day.

h. Bulletins, calendar activities, and the like.

i. Staff morale.

j. Student-teacher conduct codes.

k. Information dissemination on educational resources, community events, and administrative communications.

ELECTIONS

The CERC shall consist of a minimum of three and a maximum of six elected members. All faculty members in a building shall be eligible to vote for the members of the campus SBDM team who will serve on the CERC. The following shall apply:

1. The faculty members of a building may decide upon the make-up of the members of the CERC. Factors to consider in the make-up of the CERC shall include gender, ethnicity, experience, and departmental or grade level balance.

2. The CERC elections should be held in May at the SBDM team meeting but could be held in August following the election of new members. If the SBDM team members are elected in May, then the CERC members should be elected in August.

3. CERC members shall be elected to a term of one academic school year. Vacancies shall be filled by a general faculty election for the remainder of the school year. All members' terms shall expire at the end of the academic school year (the day preceding the first day of school for students).

4. CERC members may not be elected for more than three successive terms.

5. All elections under provisions above shall be by secret ballot and conducted by the chairperson of the campus SBDM team and the principal.

MEETINGS

The CERC shall meet once a month during the school year with the principal. The members of the CERC may meet to plan the monthly agenda prior to the meeting with the principal.

The CERC will report issues and resolutions to the SBDM team and general faculty at least once a month.

Fort Worth ISD
220905

CERC TRAINING   Training of the CERC shall consist of:

1.   On-the-job training.

2.   Workshops at least once a year, for all members, made avail-
     able by Human Capital Management Department staff, or a
     trained professional administrator or teacher. Attendance at
     these workshops is encouraged but is strictly voluntary. Con-
     sideration shall be given to the philosophy, purpose, func-
     tions, and the varied concerns encountered in secondary and
     elementary schools.

3.   Training on policies of the District and the importance of work-
     ing within those policies.

Each school shall be under the administrative and supervisory con-
trol of a principal.

SAMPLE BYLAWS

SAMPLE BYLAWS

SITE-BASED DECISION-MAKING TEAM

ARTICLE I - NAME

The campus-level team shall be known as the <u>SCHOOL NAME</u> Site-Based Decision- Making Team.

ARTICLE II - PURPOSE

The purpose of the <u>SCHOOL NAME</u> Site-Based Decision-Making Team is to improve the level of student achievement for all students at <u>SCHOOL NAME</u> School.

ARTICLE III - MEMBERSHIP

<u>Section 1 - Size and Composition</u>

The <u>SCHOOL NAME</u> SBDM team must have a core group of 14 members.

The core group shall be established annually, no later than **September 1** of each school year and will consist of:

- **the campus principal**

- **four teachers** (nominated and <u>elected by the teachers</u>, specifically 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 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.

- **one campus-based non-teaching professional member** (nominated and <u>elected by the campus-based non-teaching professional staff</u>, with the election to be 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 members are those with a professional certificate who do not teach at least four hours a day.*

- **one district-level professional staff member** (nominated and <u>elected by all professional staff</u>, with the election to be supervised by the Principal and members of the SBDM team). *District-level professional staff are those who serve multiple campuses.*

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

- **two community representatives** (<u>selected by the principal and elected members</u>) *Community representatives must reside in the district and must be at least 18 years of age. They must not be a parent or a District employee. They must be representative of the Community's diversity.*

- **two business representatives** (<u>selected by the principal and elected members</u>) *Business representatives do not have to reside in nor operate businesses within the district.* They shall be representative of the community's diversity.

In addition, individuals as determined by the core team members may be added in order that all the school's major constituent groups are adequately represented (i.e. classroom teachers, parents, 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 shall ensure that racial and gender diversity is reflected on the team.

The SBDM team shall determine the size of the CERC, with a <u>minimum of three</u> and a <u>maximum of six</u> 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).

All SBDM members must be elected or selected by September 1 of each school year. The principal shall furnish an up-to-date list of names and addresses of all members on the SBDM team to the Superintendent or designee no later than 15 working days after September 1. When team members are added or replaced during the school year, the principal is responsible within 15 working days for sending to the Superintendent or designee an updated list with the names and addresses of new members.

Section 2 - Elections

a) Parent Representatives

The election of parent representatives is supervised by the predominant parent group.

Questions to consider:

- When does the election occur?
- What is the process for nominating parents and for voting? (See Election Guidelines in the appendix.)

b) Teacher Representatives, Campus-Based Non-teaching Professional Staff Member, District-Level Professional Staff Member, District Employee Relations Council (DERC) representative.

The election of teacher representatives, of the campus-based professional staff member, and the district-level professional staff member is supervised by the Principal and members of the SBDM team. Teachers vote for teachers, campus-based professional staff members vote for the campus-based professional staff representative, and all professional staff vote for the district-level professional staff member. The DERC representative shall be elected by the SBDM team from among the SBDM faculty member representatives.

Questions to consider:

- When does each election occur?
- What is the process for nominating and voting for teachers, for the campus-based, non-teaching professional staff member, and for the district-level professional staff member?

Section 3 - Terms

Questions to consider:

- What is the length of a term?
- Is there a limit to the number of terms a member can serve?
- Are the terms staggered, where a few of the team's members are elected every year?

Section 4 – Officers (Co-Chaired by the Principal)

Questions to consider:

- What officers are needed?
- What is the job description for each officer?
- How are officers selected?
- What is the length of term that an officer serves?

Section 5 - Attendance

Question to consider:

- Is there a minimum number of meetings a member must attend to remain a member of the team?

Section 6 - Vacancies

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

ARTICLE IV - COMMITTEES

Standing committees, subcommittees, special committees, or task forces may be established or abolished as necessary to examine issues in depth and develop recommendations to bring to the SBDM team. **All committees and subcommittees shall be co-chaired by the principal.**

ARTICLE V - MEETINGS

Section 1 - Regular Meetings

At least eight meetings per year outside the school day are required by policy.

The regular meetings of the team shall be held _____.

Section 2 - Special Meetings

Special meetings may be called with _____ days' notice.

Section 3 - Submission of Items for the Meeting Agenda

Questions to consider:

- What is the process for a person, team member, or other stakeholder to bring an issue to the team?
- How the decision is made regarding which issues are placed on the meeting agenda to be discussed at a team meeting?
- Who makes the decision?

Section 4 - Communication of members with the larger school community

a) Meeting times, agendas, and minutes

Questions to consider:

- How are team members and members of the larger school community informed regarding the work of the team?

b) Annual meeting

A public meeting will be held once a 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.

c) The Campus Employee Relations Council (CERC) is the representative body through which the faculty may bring forth questions, concerns, and recommendations for the SBDM team to consider for the benefit of the school, as a whole.

ARTICLE VI - PARTICIPATION IN DECISION-MAKING

Section 1 - Defined role in decision making

The principal is to consult regularly and 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 portions of the Campus Educational Improvement Plan (CEIP).**

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 SBDM team's role is advisory, and its input into decision making is intended to improve the quality of decisions made by the principal.**

Section 2 - Methods for reaching agreement

Questions to consider:

- What steps will be used to discuss an issue before a decision is made?
- What method(s) of decision making will be used (majority vote, consensus, etc.)

ELECTION GUIDELINES

ELECTION GUIDELINES

(1) ELECTION OF FOUR TEACHER REPRESENTATVES

- 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-TEACHNG PROFESIONAL 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.