

Buffalo Public Schools

School and District Based Planning & Shared Decision Making



School-Based Management Teams (SBMT)

Purpose

The purpose of school-based planning and shared decision making shall be to improve the educational performance of all students in the school, regardless of such factors as socioeconomic status, race/ethnicity, gender, language background, sexual orientation, or disability.

The key charge of all school-based management teams will be to seek broad-based agreement among all the school stakeholders on programs, practices, or policies that significantly impact and improve student achievement. To accomplish this charge, SBMTs are advised to make certain preliminary decisions that establish team procedures before addressing educational issues. These decisions will provide a focus and framework for subsequent decision-making.

Stakeholder Membership

Each school will have an SBMT composed of the following stakeholders and alternates to be selected as described below:

- **Required** – in accordance with Commissioner Regulations 100.11
- **Recommended** – school-based determinations

All members of the SBMT shall serve one-year terms and will then be eligible for re-election. Elections will be held annually, for terms to be served during the following school year.

Administrators (required)

One (1) administrator (principal or assistant principal) will serve on the SBMT. The school-based administrator(s) will utilize Central Office administrator(s) as either regular member(s) of the SBMT or on an “as needed” basis. One administrative alternate should be selected to represent the principal or assistant principal, should they be unavailable to attend a meeting.

Teachers (required)

As determined by the Buffalo Teacher Federation (BTF), five (5) teacher members, one of whom will be the BTF Delegate Chair or any other Building Committee member, will be selected by secret ballot of the entire teaching staff at each school. Vacancies will be filled in the same manner. Both will include a nomination process and a secret ballot. One teacher alternate, for each teacher member, should be selected to stand in should a teacher member be unable to attend a meeting.

Parents (required)

Parent members of SBMTs will be chosen by the parent organization at each school. Five (5) parents will be chosen, one of whom will be a District Parent Coordinating Council (DPCC) representative. One will be the president of the school's Parent Organization, who may choose a proxy at will. There will be an alternate for each of these members in the event of unavailability.

1. Definition of "Parent"

- a. Be a parent/grandparent, legal guardian, or person acting "in loco parentis" (as per CR 100.11) regarding all aspects of a child's education
- b. Must have a child or children enrolled currently at the school and be a non-employee of the Buffalo Public School district

Teacher Aides/Assistants (recommended)

Where possible, one (1) teacher aide/assistant will be elected by the BEST members of the school to serve on the SBMT. Vacancies will be filled in the same manner. Both will include a nomination process and a secret ballot. One teacher aide/assistant alternate, for each teacher aide/assistant member, should be selected to stand in should a teacher aide/assistant member be unable to attend a meeting.

Students (recommended)

The SBMT, in consultation with the student council, will determine the process for the selection of at least three student members. In schools with no student council, the SBMT will determine the manner in which students are selected. The student representatives should be selected and present no later than the second meeting. Parent approval for participation must be secured.

Other School Staff (recommended)

Other school staff (clerical, engineer, cafeteria) will be identified and invited by consensus of the required members of the SBMT based on the unique needs and issues of that school.

Community Members/Partners (recommended)

Community members/partners will be identified and invited by consensus of the required members of the SBMT based on the unique needs and issues of that school. Broad-based community involvement is encouraged.

Charge

The key charge of all SBMTs will be to engage in school-based planning and shared decision-making among all the school stakeholders on programs, practices, or policies that significantly impact and improve student achievement.

While individual school SCEPs are created by the identified SCEPTeam, SBMTs will monitor the SCEPTeam to address a broad range of educational matters as they relate to the improvement of student performance in their individual building. SBMTs will have the flexibility to determine which educational matters they will address, within the parameters of existing laws, regulations, and contractual regulations. However, the key test of acceptability of a matter or item will be its relationship to enhancing desired student performance.

Matters that cannot be decided at the school-based level are those that involve laws, regulations, and contractual obligations. However, these restrictions should not limit the SBMT discussions about such issues.

SBMTs should keep in mind that although some decisions cannot be made at the school-based level, recommendations can be made and actions initiated utilizing those bodies legally empowered to grant modifications or variances. The SBMT will communicate with everyone involved about such recommendations or decisions. This communication includes both dispersing information and receiving information from others.

SBMTs are advised to make preliminary decisions that establish team procedures before addressing educational issues. These decisions will provide a focus and framework for subsequent decision-making.

Preliminary Decisions and Procedures

To determine which matters merit prompt attention, SBMTs are required to:

- Develop a set of collaborative norms that will help establish a harmonious and productive working relationship among all stakeholders
- Establish meeting times, location, and dates that will allow all stakeholder groups to participate. Virtual meetings are acceptable
- Participate in team training that will build the shared decision-making capacity of stakeholders

SBMTs will:

- Review the progress of the School Comprehensive Education Plan (SCEPTeam). The desired outcomes will drive the decision-making process on issues and programs
- [Correction 11/18/25] SBMT will come to a consensus on the School Based Budget.
- Determine whether the outcomes are on track or have been met and take appropriate action based on that review
- Be agents of restructuring, not solvers of day-to-day problems

- Be facilitators of decision-making, rather than exclusive decision-makers
- Seek advice from individuals and educational research to help shape decisions and strategies for change, when necessary
- Make recommendations to the District Committee of Stakeholders to support shared decision making and bring any concerns not solved at the school level to DCS representatives
- Ensure that parents and all other stakeholders are involved in the planning implementation, and evaluation of all programs funded by the state and/or federal government

Operating Procedures

Consensus

SBMTs will make all decisions based on consensus.

Simply defined, consensus means that all members currently present at the meeting, constituting quorum, “can live with” the decision. Consensus ensures that quorum is involved in the decision. Consensus is not synonymous with unanimous agreement. When decisions are reached by consensus, it is not necessary that all members completely agree. It is only necessary that they minimally agree. Before consensus can be reached, each member of the SBMT has the right and obligation to express any disagreement, and to propose a compromise. Through such discussions, team members develop a sense of ownership in the decision, because all parties have a say in the decision.

Quorum

SBMT quorum will include at least one (1) representative of each required stakeholder group. Though a quorum isn’t necessary to discuss issues, a quorum is required to reach consensus on a matter.

Meeting Notification

SBMTs will provide notice of their meeting at least ten (10) days before each meeting is to take place.

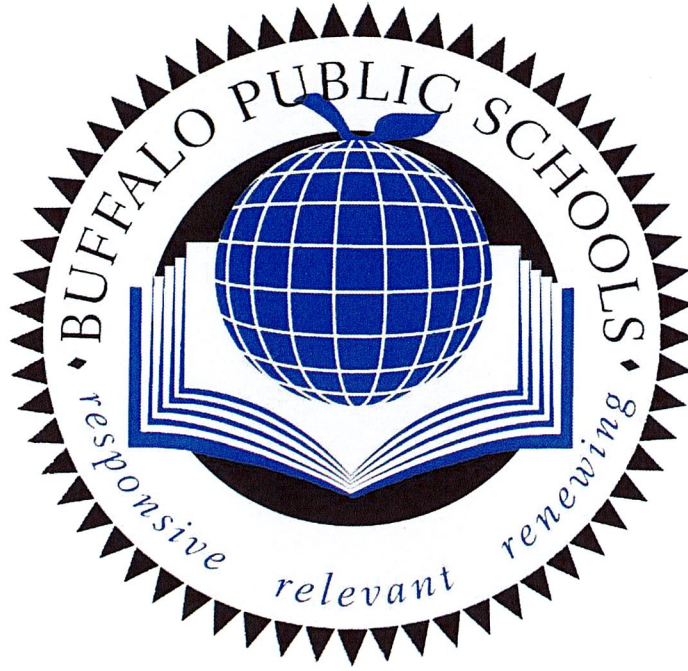
Have minutes and agendas regularly available to constituents for at least five (5) days before the next scheduled meeting.

Accountability

Each SBMT will be accountable for the successful implementation and functioning of the team and take ownership of the decisions of the team. Team members and the district all have responsibilities for meeting that goal.

Each member is responsible to:

- Make decisions based on improving student performance data
- Seek and obtain constituent ideas and feedback
- Share SBMT actions with constituents
- Actively engage in meetings and team training sessions
- Adhere to collaborative norms established by the team
- Be knowledgeable of consensus decision-making and work to effectively seek consensus
- Resolve concerns at the lowest possible level



District Committee of Stakeholders

Purpose

The purpose of district-based planning and shared decision making shall be to improve the educational performance of all students in the district, regardless of such factors as socioeconomic status, race/ethnicity, gender, language background, sexual orientation, or disability.

The District Committee of Stakeholders will seek broad-based agreement among all district stakeholders on programs, practices, or policies that significantly impact and improve student performance. To accomplish this charge, the DCS is to make certain preliminary decisions that establish committee procedures before addressing educational issues. These decisions will provide a focus and framework for subsequent decision-making.

Stakeholder Membership

A District Committee of Stakeholders (DCS) will consist of the following appointed stakeholder representatives:

- Six (6) administrators (3 building leaders, 3 central office leaders) as selected by BCSA
- Seven (7) teachers as selected by BTF
- Twelve (12) parents as selected by Parent Congress
- Four (4) teacher aides/assistants as selected by BEST
- One (1) representative as selected by the Professional Clerical and Technical Employees Association (PCTEA)
- A student representative on the Board of Education with one (1) additional student from the Inter-High Student Council identified as an alternate

Charge

One key charge of the DCS is to review the District Comprehensive Improvement Plan. The District Comprehensive Improvement Plan (DCIP) is collaboratively developed by stakeholders at separate Priority meetings to address a broad range of educational matters as they relate to the districtwide improvement of student performance within the parameters of existing laws, regulations, and contractual regulations. However, these restrictions should not limit DCS discussions about such issues. Recommendations can be made, and actions initiated utilizing those bodies legally empowered to grant modifications or variances. The key test of the acceptability of a matter or item will be its relationship to enhancing desired student performance.

The DCS will communicate with their constituents about such recommendations or decisions. This communication includes both dispersing and receiving information from others.

The DCS is advised to make preliminary decisions that establish committee procedures before addressing educational issues. These decisions will provide a focus and framework for subsequent decision-making.

District Committee of Stakeholders will:

1. Be the district's body for consistent collaboration that allows for opportunities to engage in shared decision-making through consensus
2. Facilitate a beginning of year reconvening meeting to review the DCIP, introduce Priority leaders, and establish a meeting schedule for the year
3. DCS will meet at least four times a year. In cooperation with the district, a formal meeting process will be established, implemented, and conducted by the DCS
4. Offer input on the DCIP and other reform initiatives as they relate to school/district accountability and support
5. Identify areas of growth, celebrate successes, and recommend improvements aligned with district goals
6. Monitor School-Based Management Teams' (SBMTs) stakeholder participation
7. Make recommendations to the Superintendent and the Board of Education based on the recommendations of the SBMTs/DCS
8. As required by CR 100.11, biennially review and update, as necessary, the School and District Based Planning & Shared Decision Making document (with the goal of becoming a Board of Education Policy)
9. Maintain communications with SBMTs and funnel concerns to appropriate DCS representative
10. Collaboratively provide training and technical assistance for SBMT and shared decision making
11. Convene committees to address urgent or emergent matters as needed

Operating Procedures

Consensus

DCS will make all decisions based on consensus.

Simply defined, consensus means that all members currently present at the meeting, constituting quorum, "can live with" the decision. Consensus ensures that quorum is involved in the decision. Consensus is not synonymous with unanimous agreement. When decisions are reached by consensus, it is not a unanimous agreement. When decisions are reached by a consensus, it is not necessary that all members completely agree. It is only necessary that they minimally agree. Before consensus can be reached, each member of the DCS has the right and obligation to express any disagreement, and to propose a compromise. Through such discussions, team members develop a sense of ownership in the decision, because all parties have a say in the decision.

Quorum

A quorum for the DCS will consist of at least one representative of 4 out of 6 groups, with one group being a parent representative. DCS membership should be consistent (as selected by stakeholders). Though a quorum isn't necessary to discuss issues, a quorum is required to reach consensus on a matter.

Committees

Whole Group: Currently quarterly – have DCS determine if additional meetings are necessary. Topics for consideration for whole group meetings should be those that have garnered multi-stakeholder interest and potentially have overarching organizational impact.

Committees: Broadly based on DCIP Priorities (as required by NYSED), Superintendent's Strategic Plan, and Board of Education (BOE) priorities. Additional committees may include Finance, Operations, Health and Wellness (align/add to Social/Emotional). Subcommittees may be added as needed.

Steering Committee: Comprised of 1-2 members from each required stakeholder group (District administrator, building administrator, teachers, teacher aide/assistant, parents)

- b. Structure: Established agenda and minutes
- c. Facilitation: Consider alternating facilitators/meeting leaders co-led by members from different stakeholder groups of Steering Committee
- d. Location: Determine each year in consultation with membership

The committees/priority groups and subcommittees should ensure critical stakeholders and content experts are included in addition to DCS members – students, building administrators, alumni, Board of Education members, and community partners.

Meeting Notification

The district will provide notice of the DCS meeting at least ten (10) days before the meeting is to take place.

Minutes and agendas will be available to constituents at least five (5) days before the next scheduled meeting.

Accountability

Each DCS member will be responsible for the effective functioning of the committee and take ownership of decisions.

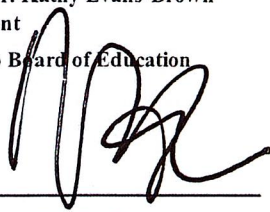
Each member is responsible to:

- Make decisions based on improving student performance data
- Seek and obtain constituent ideas and feedback
- Share DCS actions with constituents
- Actively engage in meetings and committee training sessions
- Adhere to collaborative norms established by the team
- Be knowledgeable of consensus decision-making and work to effectively seek consensus
- Resolve concerns at the lowest possible level

Signature Page:


Kathy Evans-Brown (Aug 14, 2025 11:54:34 EDT)

Hon. Dr. Kathy Evans-Brown
President
Buffalo Board of Education



Will Keresztes, Ed.D.
Interim Superintendent
Buffalo Public Schools

Date: Aug 14, 2025

Date: 8-12-25


Edward H. Speidel (Aug 15, 2025 10:23:44 EDT)

Edward H. Speidel
President
District Parent Coordinating Council

Date: Aug 15, 2025


Jody Covington (Sep 11, 2025 14:00:07 EDT)

Jody Covington
President
Buffalo Council of Supervisors and Administrators

Date: Sep 11, 2025


Richard Nigro (Sep 12, 2025 12:47:23 EDT)

Rich Nigro
President
Buffalo Teachers Federation

Date: Sep 12, 2025


Gwendolyn Carter (Sep 12, 2025 13:51:36 EDT)

JoAnn Sweat
President
Buffalo Educational Support Team

Date: Sep 12, 2025


Edward Klavoon (Sep 18, 2025 09:52:58 EDT)

Ed Klavoon
President
Professional Clerical and Technical Employees Association

Date: Sep 18, 2025