

Requirements for Meaningful Stakeholder Participation

An essential component of improvement planning is creating an inclusive space that allows members of the school and district community to openly share their perspectives and work together to determine ways to promote their shared values. It is with this understanding that the New York State Education Department (NYSED or “the Department”) has developed the parameters below to promote perspective sharing and collaboration throughout the improvement planning process.

2022-23 School Comprehensive Education Plan (SCEP)

Under the New York State Every Student Succeeds Act (ESSA) plan and Commissioner’s Regulations, all School Comprehensive Education Plans (SCEPs) must show evidence that parents, pedagogical staff, and in secondary schools, students, “meaningfully participated” in the development of the plan. NYSED will return for revision all CSI SCEPs submitted that do not demonstrate evidence that stakeholders have **meaningfully participated** in the development of the SCEP.

The purpose of this document is to outline the Department’s expectations for meaningful stakeholder participation in the development of 2022-23 SCEPs.

Meaningful Participation

Students: The Student Interview process, which occurs in all schools identified for additional support, fulfills the requirement for meaningful student participation. Additionally, SCEP teams are encouraged to identify opportunities to connect with students following the Student Interviews to provide updates on strategies the team is considering in its upcoming plan to confirm that the strategies are aligned with the feedback shared during the Student Interviews.

Staff and Parents: The NYSED expectation for meaningful participation for Staff and Parents involves three components:

1. Ensuring that the participating stakeholders are fully representative of the school
2. Ensuring that the stakeholders are involved in meaningful and significant work related to improvement planning
3. Ensuring that the final plan accounts for the perspectives of the stakeholders involved in the process

Each of these standards is outlined below. NYSED will not be able to approve any CSI SCEPs that do not meet all of these expectations.

Expectation 1: Ensuring that the Participating Stakeholders are Fully Representative of the School

All SCEPs should be developed by a team representing multiple constituencies within the school. Local Education Agencies (LEAs) shall use current local agreements concerning shared decision-making to determine participation on each team. Schools can determine the size of the SCEP Development Team, including the minimum and maximum numbers; however, certain constituencies must be involved in the development of the SCEP:

- School leaders
- A minimum of two Teachers
- A minimum of two Parents/Persons in Parental Relation. The Parent representatives should not be employees of the school.

Additional Guidance

- The SCEP Development Team composition should allow for maximum participation among stakeholder groups.
- All team meetings should have a majority of the members of the team present for that meeting, and at least one parent and one teacher representative should be present for each meeting.
- In instances in which the district’s 100.11 shared decision-making plan does not include representation from each of the stakeholders identified above, the district must involve the stakeholders not represented by including them in the SCEP development meetings as non-voting members and providing them opportunities to share their perspectives during these meetings.
- Meetings should be scheduled at times and locations accessible for team members.
- Meetings should incorporate child-care and translation services when applicable. Title I 1003 BASIC funds can be used for this purpose.

Expectation 2: Ensuring that the Stakeholders are Involved in Meaningful and Significant Work Related to Improvement Planning

- All SCEP Development Teams must meet to engage in the following processes that are part of developing an SCEP:
 1. Completing the Equity Self-Reflection
 2. Interviewing Students
 3. Reviewing Multiple Sources of Data and Feedback
 4. Clarifying Priorities and Considering How They Connect to School Values
 5. Writing the Plan
 6. OPTIONAL: Completing the Leveraging Resources Document

Additional Guidance

- There will need to be a minimum of one parent and one teacher present at the meetings in which each of these processes occur.
- Though there is not a minimum number of SCEP Development Meetings that teams must conduct, teams should plan to meet several times to cover the different steps involved in the planning process.
- NYSED will provide separate guidance regarding Student Interviews that will need to be followed as part of the “Interviewing Students” process.

Expectation 3: Ensuring that the Final Plan Accounts for the Perspectives of the Stakeholders Involved in the Process

Schools must ensure that the final plan accounts for the perspectives of the stakeholders that were involved in the development of the SCEP. As part of the SCEP template, schools will include the following information:

1. The names and titles/roles of the individuals serving as part of the SCEP Development Team.
2. The meeting dates when these individuals met to develop the SCEP.
3. The meeting dates when each of the following processes were covered by the team developing the SCEP:
 - a. Completing the Equity Self-Reflection
 - b. Interviewing Students
 - c. Reviewing Multiple Sources of Data and Feedback
 - d. Clarifying Priorities and Considering How They Connect to School Values
 - e. Writing the Plan
4. The final plan shall be approved by the district. CSI plans will also need to be approved by NYSED.

TSI-Specific Guidance

TSI schools will not be required to submit their plans to NYSED for approval; instead, these plans will be approved by the district and must be kept on file by the district and provided to NYSED upon request.

TSI schools are expected to follow a process similar to CSI schools to ensure that stakeholders meaningfully participate in the development of the SCEP. In addition, TSI schools must have a means of incorporating the perspectives of the identified subgroup(s). As part of the TSI SCEP template, TSI schools will be required to identify how they have included the following constituencies in the development of the TSI plan:

1. Parents of students from each identified subgroup
2. Teachers responsible for students from each identified subgroup

These two constituencies shall be consulted during the development and finalization of the SCEP. Districts shall return any TSI plan that does not demonstrate sufficient outreach with the constituents representing the identified subgroup(s).