

Requirements for Meaningful Stakeholder Participation

School Comprehensive Education Plan (SCEP)

All School Comprehensive Education Plans (SCEPs) for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools must be developed with stakeholder participation.

All CSI schools will submit their SCEPs to the New York State Education Department (NYSED or “the Department”) for approval. Schools will be required to identify how stakeholders have been consulted as part of the development of the SCEP. NYSED will reject 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 stakeholder meaningful participation in the development of CSI SCEPs.

Meaningful Participation

The NYSED expectation for meaningful participation involves three components:

1. Ensuring that the participating stakeholders are fully representative of the school
2. Ensuring 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. Failure to meet any of the expectations will result in the rejection of the SCEP.

Step 1: Identifying the team

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 team, including the minimum and maximum numbers, that will develop the SCEP; however, certain constituencies must be involved in the development of the SCEP:

- School leaders
- Teachers
- Parents/Persons in Parental Relation
- Students (in secondary schools)

Additional Guidance

- The SCEP Development Team composition should allow for maximum participation among stakeholder groups.
- No one constituency group may constitute more than 50% of the membership on the SCEP Development Team, unless the district’s 100.11 shared-decision making plan specifies that a constituent group must comprise more than 50% of the team composition.

- All team meetings should have a majority of the members of the team present for that meeting and at least one parent, student, and teacher representative 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.

Step 2: Developing the Plan

- All SCEP Development Teams must meet to engage in five different processes that are part of developing an SCEP:
 1. Reviewing multiple sources of feedback to identify needs and root causes
 2. Determining priorities and goals based on the needs identified
 3. Identifying an evidence-based intervention
 4. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
 5. Identifying a plan to communicate the priorities with different stakeholders
- The multiple sources of feedback to be reviewed shall consist of the following:
 - **Data**, including assessment data, behavior data, and attendance data. In addition, all teams must review the results of required parent, staff, and student surveys, as part of the SCEP development process.
 - **Practices**, including the Diagnostic Tool for School and District Effectiveness (DTSDE) report and the different Social-Emotional Learning Inventory, the Family Community Engagement Inventory, and the Professional Development (PD) Inventory completed as part of the DTSDE process
 - **Resources**, including the DTSDE feedback on PD practices, the DTSDE self-reflection, and PD Inventory

Additional Guidance

- 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 anticipates providing recorded non-technical webinars for parents, students, and staff to familiarize them with the improvement planning process. As part of the SCEP submission requirements, stakeholders will indicate if they viewed the NYSED webinar.

Step 3: Finalizing the Plan

Schools must ensure that the final plan accounts for the perspectives of stakeholders that have been 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 five processes were covered by the team developing the SCEP:
 - a. Reviewing multiple sources of feedback to identify needs and consider root causes
 - b. Determining priorities and goals based on needs identified
 - c. Identifying an evidence-based intervention
 - d. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
 - e. Identifying a plan to communicate the priorities with different stakeholders
4. The signatures from SCEP Development Team members, including non-voting constituent representatives. All members of the SCEP Development Team must sign the finalized SCEP asserting that they participated in the development of the SCEP. If a school is unable to secure the signature of an SCEP Development Team member, the school must explain why it was unable to secure the member's signature, and the member must be offered the opportunity by the school to submit in writing the reason the person did not sign or the Department will reach out to the person and give them an opportunity to explain why he or she failed to sign.
5. Any objections or concerns from SCEP Development Team members. While the SCEP development process is intended to be collaborative, should SCEP Development Teams struggle to reach consensus, the team may decide to resolve any disagreement in accordance with the process specified in the required district plan for participation in school-based planning and shared decision-making. As part of every SCEP, there will be a section for any team member to identify any part of the plan that is deemed to not be satisfactory to that team member.
6. The final plan shall be approved by the district. CSI plans will also need to be approved by NYSED. CSI schools shall submit their plans electronically to: scep@nysed.gov.

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 its request.

TSI schools are expected to follow a process similar to CSI schools and 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 plan 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
- 3) In secondary schools, students from each identified subgroup.

Each of these 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 consistency groups representing the identified subgroup(s).