Community Engagement Plan Template

Albany High School

Directions: Please answer the following questions to meet the requirements of Commissioner's Regulation §100.19 (c)(3).

1. How were stakeholders consulted in the development of the Community Engagement Plan?

    Stakeholders organized as the Community Engagement Team following the Superintendent's Public Hearing on August 15th. Membership for the Team was solicited at the meeting as well as, in consultation with City and school PTSA leadership. In addition, the Principal reached out to the school's Family Engagement Coordinator (FEC) and Home School Coordinators (HSC) for the purpose of meeting the requisites of the District's Shared Decision Making Plan (SCM). Membership of the CET is to reflect the Commissioner's Regulation 100.11. The Albany Public Schools Teachers Association (APSTA) sent four teachers to the Team. The Principal reached out to several community members as well as, parents who had contacted her via the District's e-mail system as an effort to make sure the CET was diverse in membership. The Principal reached out to the Albany Public Schools United Employees (APSUE) We needed to wait for the start of the school year to confirm the team's student membership. The CET engaged in public discourse at the first September meeting and heard public comment following the next two meetings in September.

The CET used the District's Shared Decision Making (SDM) plan as a reference for their work. The Team agreed where possible to substitute CET for Building Leadership Team (BLT); the Team also agreed to review our process on a regular basis to best lead Albany High School.

Responsibility and Authority of the Community Engagement Team (CET)

As each stakeholder group selects its members, diversity must be taken seriously. The members of each stakeholder group have the responsibility to reflect the racial, ethnic, and socioeconomic diversity of their school's student body as well as the diversity in staff and school programs. Where the team is not reflective of the diversity in the community, teams should seek assistance from offices or organizations such as the District's Affirmative Action Officer, parent-teacher organizations, the Chamber of Commerce, etc.

2. How are members of the Community Engagement Team selected? What is the process for modifying the membership of the Community Engagement Team or filling vacancies? Please note: the administrator, teacher, and parent members of the Community Engagement Team must be selected through the process established in Commissioner's Regulation 100.11(b).

> The CET discussed this question at the September 16th meeting. The following represent some of the dialogue: equitable representation of all groups; each represented group will have back-up representatives to keep all parties informed; CET conducts business in a model that allows team to participate; public comment at the end of meeting; stakeholders are parents, students, teachers, staff and community members.

Responsibility and Authority

> Part 100.11 of the New York State Commissioner of Education Regulations requires that the District's SDM plan clearly identify the areas of responsibility and authority that are subject to SDM at both the District and school building levels.

Terms of Office

- Encourage staggered terms for continuity.
- Encourage stakeholder groups to coordinate the time of their elections/selection of new members.
- Community Members and Business Representatives – whenever a team chooses to add Community Members and/or Business Representatives, they should be chosen or renewed annually.

Membership starred (*) stakeholder groups are required.

- APSTA – Teachers* at least 4 members; 2 members present for a quorum
- APSAA – Administrators* (must include principal) 4 members, 2 for a quorum
- APSUE – School-Related Personnel*at least 2 members and 1 for a quorum
- Parents* – must have a child in that school. If a CET parent member's child leaves the school after April 15th and there is no parent alternate, the parent may serve out the rest of the school year. [When possible, parents will be sanctioned by the parent organization.] [Two parents must be in attendance in order to establish a quorum for the meeting.] 4 members and 2 for a quorum
- Students* (High School) -- Students are a required stakeholder group on the high school CET; 4 members, 2 for a quorum
- Community Members and Business Representatives*. Community Members and Business Representatives represent the community at large and not any specific organization or group with which they might be affiliated. 4 members, 2 for a quorum
- Alternates-Where stakeholder groups will choose a pool of alternates, the stakeholder groups are encouraged to involve the pool of alternates in decision making whenever they attend meetings.
- Membership shall include content specialists such as directors, assistant directors, instructional supervisors, coaches, and teachers. These employees would provide help to bring the District organizational perspectives to the CET and provide specific instructional support to individual School Improvement Plans (SIP's).

3. What is the manner and extent of the expected involvement of all parties in developing recommendations regarding implementation of school receivership (i.e., the Community Engagement Team, Superintendent Receiver, the district, the school based leadership team)?

The Team discussed equal representation of all members and alternate members who will substitute in the event of a member absence; they are to let their respective stakeholder members know.

Quorums

Each stakeholder group must decide on a quorum number for the purposes of:
- Holding a meeting
- Making a decision

Quorum numbers are written into question #2.

Two parents must be present in order to establish a quorum.

Meeting can be held without quorum, although quorum is needed for decision making/ consensus.

4. How will the Community Engagement Team conduct meetings and formulate recommendations?

On the 16th, the CET agreed to transparency among stakeholders and decisions. To utilize the existing AHS governance model as a basis for decision making and review SDM decision making practices.

Meetings

Meeting times will be established at the discretion of each school. When establishing meeting schedules, teams should be sensitive to parent and student schedules and financial barriers to participation, e.g., babysitting costs, transportation costs, etc. Schedules should be sensitive to accommodating parent and community membership.

Using the SDM Plan as a guide, teams should establish written ground rules/by-laws that include procedures for:
- Participation of visitors with public comment held to the end of the meeting
- Keeping and publishing minutes will be guided by how CET publishes information (Item #6)
- Getting items and/or issues on the agenda
- Formulating an agenda will be done using the SDM model with the stakeholder groups: teacher, support staff, parent, student and community member along with the Principal
- Establishing duties, times, length of meeting, and agenda in advance
- Holding emergency meetings; canceling meetings
- Dealing with absenteeism of members

Decision Making

Manner of Decision Making

CET shall make their decisions by consensus. This means that all members of the CET can state, "I can live with the decision, I understand the decision, I contributed to the decision, and I will support the decision."

The District pledges to support the authority and responsibilities of team members in the SDM process. Team members enjoy the right to participate freely and openly in decision making without fear of criticism or retribution. In return, team members accept the responsibility of voicing their concerns and participating fully in team decision making.

Impasse

Each CET will thoroughly discuss the issue in question. If a decision cannot be reached after one meeting, a simple majority vote of the members present at the next meeting provided there is a quorum.

Guidelines for Decision Making

- Decisions should focus on improving student educational achievement.

- Decisions should be relevant to the school building's annual School Improvement Plan.
- Decisions should be consistent with current research and understanding of best practice.

Recommendations to the Superintendent

- Recommendations are to be submitted to the Superintendent and/or designee as appropriate The Superintendent will carefully review and give full and open consideration to any recommendations.
- The Superintendent will make every effort to meet with the team or respond to their recommendations in writing within 30-45 days.
- If a recommendation is not approved, the Superintendent will provide a rationale and/or basis for the decision.

5. How will the Community Engagement Team solicit public input?
   - AHS website
   - APSTA
   - Daily e-mail
   - Student Announcements
   - Parent Facebook pages
   - ACSD SNN
   - Survey Monkey
   - Student government

   Venues will be provided for public comment on communications that do not have a response system. The CET recognized the following ideas from the public comment portion of the meeting: Skype; make sure the CET is diverse and can reach out to different corners of the community; make all documents available on the website and develop a method to collect public comment.

6. How will the Community Engagement Team make public its recommendations?
    The following is a list of recommendations and responsible parties.
    - AHS Website- Getto(AHS Principal), Lesko(Director of Communications)
    - APSTA email – Jen Justice, AHS V.P.
    - Daily Email- Getto
    - Student announcements- Falcon Council, Bulletin Boards, Cafeteria TVs tbd
    - Parent Facebook page- Grace Thomas
    - ACSD SNN- Hatfield(teacher), Lesko, Whalen(AHS Main Office staff)
    - Student Government/Falcon Council- D. Powell(student)
    - Parent/Guardian Mailings in Interims/Report Cards- Getto
    - Building Snapshots distributed to CET prior to meeting-Elliot(Data Coach)
    - District Newsletters- CET Snapshot-Lesko

7. How will the Community Engagement Team be provided with the information necessary to assess the implementation of the comprehensive education plan or department-approved intervention model?

A monthly Data Snapshot will be developed by the Chief Information Officer and Data Coach that will share the progress monitoring points that help the CET decide if AHS is on track for making demonstrable gains. Available data will be presented in the Data Snapshot and presented to the CET via email as soon as it is available. The Data Coach is a consultant to the CET, whereby members can solicit information on their own as well as, provide professional development to deepen their understanding in the area of Data Driven Decision making.

The CET would like a representative of each committee to report out monthly as well as, provide committee meeting minutes.

AHS Governance Model