

CAZENOVIA CENTRAL SCHOOL DISTRICT
HIGH SCHOOL ACTION TEAM

From January 1993 until February of 1994, 24 members of the Cazenovia Central School Community met with a facilitator and developed the attached plan for building level teams to be created in our district. Those 24 individuals included:

- 10 Teachers appointed by the Cazenovia Central Teachers' Association
- 4 Parents appointed by the Parent Teachers Associations
- 1 Administrator appointed by the Cazenovia Administrators' and Supervisors' Association
- 6 High School Students appointed by the Student Council
- 1 Board of Education Member appointed by the Board of Education

Original Date of Adoption 2/94

Revisions adopted 2/96, 1/98, 1/00, 1/02, 2/04, 9/12, 1/19, 4/19, 8/19

GLOSSARY OF TERMS

AIS	Academic Intervention Services
AP	Advanced Placement
APPR	Annual Professional Performance Review
BOCES	Board of Cooperative Educational Services
CSSU	Cazenovia Support Staff Union
CSE	Committee on Special Education
CUE	Cazenovia United Educators
DASA	Dignity for All Students Act
GCACC	Greater Cazenovia Area Chamber of Commerce
HAT	High School Action Team
LAT	Local Assessment Target
PARCC	Partnership for Assessment of Readiness for College and Careers
PCSE	Pre-School Committee on Special Education
PTSA	Parent Teacher Student Association
RCT	Regents Competency Test (New York State) Grades 9-12
RTI	Response to Intervention
SLO	Student Learning Objective
Title II	Federal Grant for Math and Science Curriculum Development
TONYS	Test of New York State Standards

Introduction

Our District Planning Team for Shared Decision Making held its first meeting on January 27, 1993 and completed its recommended Plan for Shared Decision Making on February 1, 1994.

Meetings were held after school, evenings and Saturdays in order to accommodate the diverse schedules of the District Planning Team participants. Members of the District Planning Team were elected or appointed by their own constituent groups. In cases where there was no official organization to select a District Planning Team representative, the District Planning Team recruited representatives.

All decisions of the District Planning Team and all components of the Plan for Shared Decision Making were agreed upon via a consensus decision making model. Our operational definition of consensus decision making was that no decision was made until every member of the District Planning Team agreed or acknowledged that although the decision may not have been his or her first choice, agreed to support the decision and constructively work for its implementation.

Our Plan for Shared Decision Making follows the prescribed regulations (100.11) of the New York State Commissioner of Education. Copies of these regulations are on file in the District Office.

The purpose of our High School Action Team shall be to create the best possible version of ourselves by involving a broad base of stakeholders in the decision making process at the building level, to reflect the school's mission statement:

We nurture every student's maximum personal, intellectual, and civic potential in a safe and stimulating environment for all that fosters creativity, innovation, and readiness for a dynamic world.

I. Areas of Authority for Building Planning Teams at Cazenovia Central (High School Action Team (HAT))

The purpose of the HAT shall be to increase student achievement by involving a broad base of stakeholders in the decision making process regarding major issues at the building level. These may include:

1. Development of student outcomes and methods to measure and assess student achievement of outcomes.
2. Aligning and evaluating programs to meet student needs.
3. Oversee the development of curriculum: review, integrate curricular areas, assess, ensure implementation. Final approval of new curricula and new courses must be obtained from the Board of Education.
4. Community relations and communications.
5. School environment:
 - A. Student, staff and parent rights and responsibilities
 - B. Physical environment as it relates to instructional needs (advisory authority only)
6. Allocation of assigned building funds:
 - A. Textbooks
 - B. Workbooks
 - C. Instructional supplies
 - D. Instructional equipment

but not to include District funds for:

 - A. Computers K-12
 - B. Library books and materials K-12
 - C. Music K-12
 - D. Art K-12
 - E. Physical Education K-12
 - F. Special Education K-12
7. Coordinate building level staff development and inservice programs with District sponsored staff development and inservice programs.
8. Structure of the school day: The building planning teams will not decide upon individual student or teacher schedules, but may make decisions regarding the structure of the school day schedule.

Note: HAT shall not have authority outside the eight areas listed above nor shall HAT have authority in areas covered by employee labor agreements or Board of Education Policy.
HAT shall not make decisions which are in opposition to Laws or Regulations of the New York State Commissioner of Education.

The HAT will work to set goals that are related to the areas of authority listed above. HAT may elect to concentrate on several of these areas, and are not required to work on all of these areas.

II. Manner and Extent of Expected Involvement of All Parties

1. Building Level Teams at Cazenovia Central will be compromised as follows:

Cazenovia Jr/Sr High School

1 Principal

10 Teachers*—1 representative from each department

6 students—Student Council President plus one representative from each class

4 Parents/Community Members

1 Board of Education Representative

22 Participants

*Teachers may include CUE unit members such as teachers, teacher assistants and school nurses.

2. Teacher representatives from each department (including a representative from the Guidance Office) will be recruited to serve a minimum of one year term.

Student representatives will be selected by the Class Advisors. The Student Council President is a required member.

Parent representatives will be recruited by the team to serve a minimum of one year.

Board of Education representatives will be selected by the Superintendent of Schools.

3. Roles of Building Planning Team and Team Members
 - A. Primary responsibility of members is to work toward the success of the school.
 1. This should be met by:

- a. Actively participating in Team Meetings;
- b. Attendance (Team members absent from two consecutive meetings without notifying the chair **shall be dropped from membership**);
- c. Confidentiality;
- d. Accountability (support team decisions even if not wholeheartedly in agreement);
- e. There will be no substitutes or alternates for team members who are absent

B. Meeting dates and times:

1. Building Planning Teams will meet four times a year.
2. Dates and times should be established to accommodate membership.
3. A team may request the removal of a member. Such requests shall be made using the formal request process.

C. Operational procedures

1. Each team will recruit its own chairperson from its members.
2. Teams must have a quorum to make decisions.
If a designated constituent group declines to participate or fails to appoint someone from the group to participate, then the open slots will not be used in counting participants for a quorum. A quorum will be 50% or more of the overall membership.
3. **Decisions will be made by consensus. This means that although the Team's decision may not be the first choice of all the Team's members, every member states that he or she can and will support the decision of every group.**

D. Provide for rotation and replacement of members

To promote continuity...

1. Each member will have a minimum 1-year term.
2. If a member chooses to serve consecutive terms, he/she may with the endorsement of his/her constituent group.
3. Student members shall be a representative from each class.

E. High School Action Team may set up building development committees that shall report back to the High School Action Team. These sub-committees may research issues and draft possible alternatives for review and approval by the High School Action Team.

III. Means and Standards for Evaluation of Student Achievement

1. The purpose of the High School Action Team is to improve the quality of the learning environment in order that each student can become the best possible version of themselves.
2. Our District will focus on results with an aim for mastery. Following the intent of the New York Board of Regents initiatives, the District will work to establish specific, measurable outcomes for each course taught in our District (SLO's, 21st Century Learning skills, Common Core, RTI, etc.).
3. Although minimum competency levels must be met, the focus of efforts should be upon moving towards high levels of proficiency, and student critical thinking skills.
4. Student and school progress towards level of proficiency will be measured by: *(No hierarchy of order is meant by the order of the listing)*

Locally developed SLO's and LAT's

Locally developed common unit tests

Statewide tests (RCT, Regents, ILA, NYSESLAT)

Norm referenced critical thinking tests (PLAN, Explore)

Authentic assessment tools such as: teacher rating sheets, projects, performances, demonstrations, portfolios, etc.

Progress on locally developed performance indicators such as: college acceptance rates, employment rate, numbers of AP credits earned while in high school, survey to employers, competitions in curricular, co-curricular and extra-curricular areas, etc.

Additional means and standards for evaluation of student achievement may be added as the specificity of measurable outcomes for each course is developed and refined.

IV. Our Plan for Participation in School-based Management and Shared Decision Making Includes the Following Means by Which All Parties Will Be Held Accountable for the Decisions Which They Share in Making

1. Terms of Office:

The term of office shall run from July 1 to June 30, reflecting the school year. By June 30th, the next year's committee will be selected. All members shall serve a minimum of 1-year term.

2. Members are responsible to their organizations, the community, and for reporting decisions that have been reached.

Each member of the HAT should be charged with reporting to their respective constituencies. A Member should be appointed by the Chair and assigned the responsibility of keeping accurate records reflecting the discussion and progress of the proposal. Minutes and agendas will be available online and presented @ Faculty Meetings on a monthly basis, i.e:

Administrators will report to other members of the administrative team.

Students will report to Student Council and Homeroom representatives.

Teachers will report at faculty meetings, department meetings, and via email.

PTSA will be kept informed.

Community will be kept informed via the **Cazenovia Republican, the School Website** and the **Social Media**

Support staff will be kept informed via electronic communications.

3. All HAT Meetings shall be held before the public. Each HAT shall set ground rules for the operating procedures of their meetings, including public participation.

4. Inservice Training:

The District will provide HATs with appropriate inservice training on an as needed basis.

Possible areas of training include:

Team Building/Group Dynamics

Consensus Building
Budgetary Protocols
Training Related to Specific Areas of Decision Authority of the
HATs
Leadership training

5. Members will be accessible. A published list of HAT members, along with scheduled meeting dates, will be distributed.
6. Members will openly discuss their ideas and reasons for supporting or not supporting proposals put before the HAT. Consensus building will be the goal.
 - A. All group members agree to support the decision even though it may or may not be everyone's first choice.
 - B. Everyone is committed to the decision as if it were the first choice of all members.
 - C. Each member agrees that he or she has had an equal opportunity to influence and participate in making the decision.
 - D. Decisions will be made in a timely fashion, after discussion has concluded, a proposal has been accepted by the HAT, and implementation is feasible.
7. HAT shall be responsible for upholding goals and for seeing that building level goals and plans for reaching those goals are consistent with District level policy.
8. At the conclusion of each year, a summary will be available electronically.

V. Disputes Which Arise at the HAT Level, or Between Building Planning teams, Shall be Resolved Within the Local School District.

1. The following issues are not subject to Building Planning Team decisions:
 - A. Board of Education/District Policy
 - B. Collective bargaining agreements
 - C. State and Federal laws
 - D. Commissioner's Regulations
 - E. Regents' rules that impact funding for other buildings
 - F. CSE and PCSE Decisions

2. It is desirable that issues should be resolved at the HAT level. When necessary, disputed issues will be addressed through the following process of dispute resolution:
 - A. Involved parties will be given time to share their concerns with the HAT.
 - B. Information will be gathered from all areas to make an informed decision based upon expected student outcomes, in compliance with educational law, State regulations and school policy.
 - C. Consensus is the goal for the resolution of disputes.

VI. Coordination of State and Federal Requirements for Involvement of Parents in Planning and Decision Making

The Committee on Special Education, Preschool CSE, Chapter I/PCEN, Chapter 2, Title II, Drug Free Schools, Occupational Education Advisory Committee, Agriculture Advisory Committee, Health and Wellness Committee, et. al. shall continue to operate independently of HAT. Advisory groups and committees without Statutory Authority shall be allowed to operate but shall only have advisory authority in areas reserved for Building or District Planning Teams.

It is recommended that these groups communicate their goals, plans and activities to members of the HAT.

**High School Action Team
2019-2020**

Members	Notes
1. Caitlin Byrne	Chair/Math
2. Gail Boone	Special Education
3. Lindsey Shaw	Science
4. Lauren Connors	Foreign Language
5. Nicole Littlepage	English
6. Joe Schettine	Social Studies
7. Christina New	CTE
8. Greg Wakeman	Fine Arts
9. Bob Oldfield	Guidance
10. Trisha Moesch	PE/Health
11. Molly Hagan	HS Principal
12.	Board of Education member
13. Jonathan Benn	Student Council President
14. Josie Avery	Senior class rep
15. Maddie Young	Junior class rep
16. Emma Schwartz	Sophomore class rep
17. Faith Wheeler	Freshmen class rep
18.	8 th grade class rep
19. Kathleen Benedict	Parent
20. Meg Corey	Parent
21. Paul McMurtrie	Parent
22. Jill Porter	Parent
23. Ann Young	Parent