

# Rochester City School District

## Attachment C: Community Engagement Team Plan

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

*Stakeholders from the district, (Superintendent, General Counsel, Chief of Staff, Deputy Superintendent of Administration, Deputy Superintendent of Teaching and Learning, and the Executive Director of School Innovation, Association of Supervisors and Administrators of Rochester (ASAR), Rochester Teachers Association (RTA), and Parent Advisory Council (PAC) were consulted in the development of the Community Engagement Plan through meetings and via e-mail. Time was provided at the New York State Receivership meeting on July 23, 2015 for the Superintendent's designee, representatives from ASAR and RTA, and the President of PAC to collaborate on the plan. A draft copy was sent to the constituents that attended the Receivership meeting with NYSED for review.*

### How are members of the Community Engagement Team selected?

- **Administrators: (per Commissioner's Regulation 100.11(b)) (RCSD BOE Policy 2265)**  
[The principal serves as chairperson of the team. He/she may choose individuals (of any type and number) to join the administrative constituency as the principal's designees. In deciding how many and whom to add, the principal is expected to consult with and represent the administrators in the school.]

*The principal is the chair of the team. A message will be sent to other building administrators to allow the opportunity to participate. The "Roles and Responsibilities" document describing the role of the CET will be included in that message, so that expectations of CET are known and observed. A copy of that message will be supplied to the Superintendent Receiver and Executive Director of School Innovation for evidence.*

- **Teachers: (per Commissioner's Regulation 100.11(b)) (RCSD BOE Policy 2265)**  
[Teachers, including those who are part-time or itinerant, are eligible for election to their school's planning team. The process of election will be specified by the Rochester Teachers Association. The number of teachers will be determined by adding one to the total number of all other members selected for the team.]

*As elected Rochester Teachers Association (RTA) building representatives, the reps that support Receivership schools will work directly with the building principal to communicate with all building teachers to allow them the opportunity to be a member of the CET. The "Roles and Responsibilities" document describing the role of the CET will be included in that message, so that expectations of CET are known and observed. A copy of that message will be supplied to the Superintendent Receiver and Executive Director of School Innovation for evidence*

- **Parent members: (per Commissioner's Regulation 100.11(b))(RCSD BOE Policy 2265)**  
[All parents in the school must have an opportunity both to nominate candidates for election and to vote for those who will represent them. The parent organization(s) will establish a formal process for electing parent representatives to the planning team. Each team must have no less than three and no more than five parent representatives. Each

school will hold an election of parent representatives to its School-Based Planning Team annually. In schools where parents are elected to terms of varying length (e.g., one – and two-year terms), at least one seat on the team must be available for election each year.

Parents may also have a process for appointing alternates to the SBPT. Alternates can be appointed by the parent body to act in the absence of the elected representative. If an elected parent representative is absent or no longer able to participate, the parent constituency can designate an alternate to participate in the representative’s absence. Unless and until they are designated to sit in place of an absent parent representative, alternates have no authority to participate as SBPT members.

Each candidate for election must be the parent or guardian of a student in that school. Once elected, a parent representative may serve his or her full term of office as long as he or she has a child attending the school. Once a parent representative’s child graduates or leaves school, the parent may continue on the team for up to six weeks until new elections are held. In the case of a parent representative whose child graduates or leaves school in June, the parent group may allow the parent to serve on the team throughout the summer until new elections are held, but in no event may this parent service beyond October 15.]

*The Office of Parent Engagement and the Parent Advisory Council (PAC) will communicate with district parents via robo-call and e-mail to recruit parent volunteers. PAC members will be assigned to specific Receivership schools to ensure that there is a direct connection to each building and PAC will support as needed to ensure parent engagement. Parents will be asked to reach out to the Principal if interested. If a parent is interested in being a member of the CET, the OPE office will collect names and share daily with the principal. Principals and other building administrators will also communicate with the building parents to recruit CET membership. The “Roles and Responsibilities” document describing the role of the CET will be included in that message, so that expectations of CET are known and observed. A copy of any communications distributed in creating the CET will be submitted to the Superintendent Receiver and Executive Director of School Innovation.*

- **Students:**

*Principals will communicate with the student body regarding their participation on the CET. Buildings choose representative delegates of their student body including grade levels, SWD and ELL students. The “Roles and Responsibilities” document describing the role of the CET will be included in that message, so that expectations of CET are known and observed. A copy of any communications distributed in creating the CET will be submitted to the Superintendent Receiver and Executive Director of School Innovation.*

- **Community members:**

*Principals will identify the key community partners that are involved in daily practices at the building level. The number of partners may range based on the size of the school and the extent of the services offered. The “Roles and Responsibilities” document describing the role of the CET will be included in that message, so that expectations of CET are known and observed. A copy of any communications distributed in creating the CET will be submitted to the Superintendent Receiver and Executive Director of School Innovation.*

**What is the process for modifying the membership of the Community Engagement Team or filling vacancies?**

*Members of the CET are expected to communicate with the Principal in the event of an absence from a meeting. In the event of an extended absence or a withdrawal from the team, the CET member must communicate with the Principal in order to identify an alternate member who meets the representation. If a CET member cannot be in attendance, there should be an option to call-in. Additionally, staggered or alternating meeting times (early or late) are necessary to ensure the needs of the CET members.*

**What is the manner and extent of the expected involvement of all parties in developing recommendations regarding implementation of the school receivership?**

- **Community Engagement Team:**  
*The responsibility for the CET is to develop recommendations regarding implementation of the school receivership.*
- **Superintendent Receiver:**  
*The Superintendent Receiver must monitor and ensure that the appropriate resources are available to implement and support recommendations. Additionally, the Superintendent Receiver must monitor and make changes as needed.*
- **The district:**  
*The district must provide consistent and transparent data regarding implementation of the improvement plan and recommendations.*
- **School Based Planning Team:**  
*The role of the SBPT is to communicate regularly with the CET regarding implementation of the plan and recommendations. There may be overlap in membership between the SBPT and CET.*

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

*Initial solicitation of input will occur at the Public Hearing. CET will meet monthly and follow a protocol for collecting input and deciding how feedback should be incorporated into the addendum of the plan or not. Meetings will occur monthly. The Principal will be responsible for providing evidence that has been provided from district and building level to monitor progress and implementation.*

**How will the Community Engagement Team solicit public input?**

*Initial solicitation of input will occur at the Public Hearing. An opportunity for stakeholders to communicate feedback will be posted on the district website to ensure that anyone not able to attend the hearing is able to have input. The CET will hold regular meetings, at least monthly, in which input will be shared and discussed.*

**How will the Community Engagement Team make public its recommendations?**

*The CET will make public its recommendations that are submitted as an addendum to the SCEP, SIG or SIF by posting on the district website, sharing in Superintendent Receivership meetings, being posted in the school main office and parent meeting space and in a central location available to the public at Central Office.*

**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?**

*The CET will be provided with information necessary to assess implementation of the plan from a variety of sources. From building administrators, through the SBPT, in collaboration with the OSI Ambassador(s), School Chiefs, Directors of T & L.*

**How will the Community Engagement Team coordinate its work with any school based management/shared decision making team or school building leadership team that is operating in the school?**

*The CET will coordinate its work with any school based management/shared decision making team or school building leadership team that is operating in the school through shared membership and representation. The Principal sits on each team. Additionally, it is possible that teacher representatives would be on both the CET and School Based Planning Team (SBPT). Parent representatives may also be represented on CET, SBTP and the parent/teacher organization. SBPT is the instructional decision making team for the school, so there must be a system of direct communication between both CET and SBPT.*



# Rochester City School District

## Community Engagement Team Roles & Responsibilities

- The CET must develop recommendations for improvement of the school and solicit input through public engagement. The team will present its recommendations periodically to school leadership, and to the receiver, as applicable.
- Attend scheduled CET meetings at the building level.
- The CET will review, assess, and report on the implementation of the school's plan.
- The CET's recommendations must be attached to the school plan and the Receiver must attach such recommendations and identify which recommendations were incorporated in the plan and how; as well as, which recommendations were not incorporated in the plan and why.
- The district will consult with the CET before proposing to the Commissioner any plan modifications. The CET may hold hearings, which must be arranged by the district to solicit feedback.
- The plan must be provided to the local school board, the Superintendent, and representatives of the collective bargaining units, CET and elected representatives of the parent teacher association and/or parent association.
- The Commissioner will annually consult and cooperate with the district, school staff, and CET in determining whether the school has met its annual goals and in assessing the implementation of the plan.
- Upon expiration of the school intervention plan, the Commissioner will consult with the district and CET to determine whether to renew the plan, terminate the contract with the Independent Receiver, or remove the school from designation.



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