



Canadian High School

Rick Berry, Principal

Kasi Pennington, Secretary

James Bryant, A P

Julia Schafer, C & C A

Darlene Walker, Counselor

September 29, 2015

Enclosures: CNA and Campus Improvement Plan Agendas, and Purpose & Responsibilities of Committee

Dear CHS SBDM and Comprehensive Needs Assessment Committee Member,

The first meeting of these Canadian High School committees is scheduled for Monday, October 12, 2015. These meetings will be held in the high school meeting room, across from the office. We will begin promptly at 6:00 PM.

We have several items on the attached agenda that we need to discuss. Thanks to each of you for giving of your time and effort in serving the students and staff of Canadian High School, as well as the community of Canadian. I appreciate your contribution very much and look forward to seeing you on the 12th.

Sincerely,

Rick Berry

Distribution:

James Bryant

Amie Lundy

Paige Culwell

Wade Hood

Garrison Jones

Chris Parks

Kimberly McClendon

Darlene Walker

Jon Dumbauld - business

Heath Hayden - community

Rhealene Hill – business

Lori Jack - parent

Belinda Leatherman - community

Maria Sanchez - parent



Canadian High School Memo

Agenda for Comprehensive Needs Assessment Committee Meeting

Date: Monday, October 12, 2015

Time: 6:00 P.M.

Place: Canadian High School meeting room

- I. Call Meeting to Order and Welcome
- II. Establish a quorum
- III. Present Comprehensive Needs Assessment draft document for committee and go through pertinent sections
 1. Review attendance and enrollment data
 2. TAKS & STAAR/EOC plus related testing update
 - i. Overview of the accountability system – four indexes, distinctions, etc.
 - ii. Discuss deficiencies related to state assessments
 3. ACT/SAT testing update
 - i. ACT School-day testing
 - ii. Discuss possibility of faculty and staff incentives related to student performance
 4. Review demographic data
- VI. Discuss other campus needs and programs in use or available
- VII. Entertain motion to adopt CNA with or without changes
- VII. Adjourn



Canadian High School

Agenda for Site-based Decision-Making Committee Meeting

Date: Monday, October 12, 2015

Time: 6:30 P.M.

Place: Canadian High School meeting room

- I. Call Meeting to Order
- II. Establish a Quorum
- III. Overview of Committee's Purpose and Responsibilities
- IV. New Staff
- V. Overview of Proposed Campus Plan for 2015-16 with discussion
- VI. Entertain motion to adopt campus plan, either as presented or with amendments
- VII. Other Matters or Questions?
- VIII. Adjourn

Canadian High School

Comprehensive Needs Assessment Committee Meeting October 12, 2015 Sign-in Sheet

| | |
|-------------------------------|-------|
| Rick Berry, Principal | _____ |
| James Bryant, Asst. Principal | _____ |
| Paige Culwell, CTE | _____ |
| Jon Dumbauld | _____ |
| Heath Hayden | _____ |
| Rhealene Hill | _____ |
| Wade Hood, teacher | _____ |
| Lori Jack | _____ |
| Garrison Jones, teacher | _____ |
| Belinda Leatherman | _____ |
| Amie Lundy, teacher | _____ |
| Kimberly McClendon, teacher | _____ |
| Chris Parks, teacher | _____ |
| Maria Sanchez | _____ |
| Darlene Walker, counselor | _____ |

Canadian High School

Site-Based Decision-Making Committee Meeting October 12, 2015 Sign-in Sheet

| | |
|-------------------------------|-------|
| Rick Berry, Principal | _____ |
| James Bryant, Asst. Principal | _____ |
| Paige Culwell, CTE | _____ |
| Jon Dumbauld | _____ |
| Heath Hayden | _____ |
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| Wade Hood, teacher | _____ |
| Lori Jack | _____ |
| Garrison Jones, teacher | _____ |
| Belinda Leatherman | _____ |
| Amie Lundy, teacher | _____ |
| Kimberly McClendon, teacher | _____ |
| Chris Parks, teacher | _____ |
| Maria Sanchez | _____ |
| Darlene Walker, counselor | _____ |



Campus Planning and Decision Making

Roles and Responsibilities of the Campus Committee

The campus-level committee must provide assistance to the principal of each school campus in the development, review, and revision of the campus improvement plan. The purpose of input is improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations (TEC §11.253).

In accordance with TEC §11.251(f), the campus-level planning process must address all pertinent federal planning requirements.

In accordance with TEC §11.253(e), the campus-level committee must be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

The campus-level committee must approve the portion of the campus plan addressing staff development (TEC §21.451). Staff development must be predominantly campus based and related to achieving campus performance objectives established under TEC §11.253. Staff development provided by a school district must include training in technology, conflict resolution, and discipline strategies, including classroom management, district discipline policies, and the student code of conduct adopted under Section 37.001 and Chapter 37, and may include instruction as to what is permissible under law, including opinions of the United States Supreme Court, in regard to prayers in public school [TEC §21.451 (a)].

Each campus-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from the agency to discuss the performance of the campus and the campus performance objectives (TEC §11.253).

Campus procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the campus-level committees (TEC §11.253).

The campus-level committee must provide comments on campus-level waivers that are submitted to the board of trustees for approval prior to consideration by the commissioner (TEC §7.056).

The campus-level planning and decision-making committee must determine the use of funds awarded to a school under the Texas Successful Schools Award System (TEC §39.094).

Committee Responsibilities

In addition to responsibilities to assist in establishing district and campus performance objectives and developing district and campus plans for improvement, both the district- and campus-level committees are responsible to provide assistance in the areas of budgeting, curriculum, staffing patterns, and school organization. Each of the major areas of decision making should be guided by policy and procedures to ensure that committees clearly understand their responsibilities and roles and whether or not they are advisory in nature with respect to each topic. Some of the suggestions in this section pertain to policy issues. Others represent issues that can be considered at the committee level.

Budgeting

In accordance with each district's local policies and approved administrative procedures, the budgeting process may be highly centralized with a great deal of direction and guidance from the central administration. Alternatively, it may be quite decentralized, so that both the budget-building and proposal functions and the discretion for the use of funds are directed from the campus level. There are numerous types of budget procedures. Committee members could address this area of decision making effectively if given an annual orientation to the particular processes adopted for use by the district and campuses.

Curriculum

A key area that impacts student outcomes is that of curriculum. Local policy and procedures will define the level of involvement of the district- and campus-level committees with respect to curriculum decisions. This decision-making area may include issues related to instructional methods, as well as the selection of subject areas and the organization of essential knowledge and skills within subject areas.

At the high school level, campus committees may consider various possibilities such as whether to recommend that the local board adopt the state's minimum, recommended, or advanced (distinguished) high school curriculum or offer magnet programs that focus on technology or arts. At the elementary level, committees may discuss the scope and sequence of a developmentally appropriate early childhood program, determine how to integrate the critical elements of art and music into the elementary curriculum, or create an ungraded sequence of instructional units. Technology may be considered to assist students in self-paced instruction or to accurately assess the specific skill levels and learning needs of students with respect to essential knowledge and skills for specific subjects. Other important issues may be addressed, such as instructional methods to address reading readiness, improving results on the Spanish TAAS, or incorporating violence prevention strategies into the curriculum at all levels of educational program.

It is important that procedures are established with the active involvement of the district-level committee to provide parameters for committee decisions. The focus should remain consistently on tying curriculum decisions to improved student performance.

Staffing Patterns

This area of decision making may address a wide variety of topics. It may refer to the team composition of instructional units (e.g., for block scheduling teams, instructional departments, or interdisciplinary teams). It may address the levels or hierarchies of the campus staff configurations, such as the role of "helping teachers," or the chain of command and duties for teacher aides and campus volunteers. It may even refer to the way in which staff members are screened for hiring purposes. In some districts, staffing patterns may refer to the scheduling of staff within the instructional day and the structure provided for teams to schedule planning periods in a coordinated time frame. Local district administrative procedures should define this area of decision making and delineate the respective authority of the superintendent, principal, and committees for decision making in this area.

It is critical that the local district administrative procedures clearly define what staffing patterns mean. With such definition in place, the committees may explore a variety of important issues that have a major impact on student outcomes. In addition to instructional quality, staffing patterns may impact the strength of disciplinary interventions and dropout prevention efforts.

School Organization

Statute includes no specific definition for this term as it is used in the sections on district- and campus-level committees. Local district policy and administrative procedures will dictate the scope of this area of decision making. Some overlap may occur in this area and the area of staffing patterns in the ways that various districts interpret them. Each district should have its own clearly defined parameters for decision making in school organization. This area of decision making may address the physical organization of the building, the allocation of equipment and materials, and the use of space for regular and special functions and services.

These decisions may address the organizational relationships of staff members to one another and to other district, community, and regional entities or organizations. It may also address communication channels, both formal and informal. It may address the interrelationships of various programs within the school, such as the in-school suspension program, a magnet component, or a vocational program.

Appraisal

A school district may choose to use the process and criteria for appraisal of teachers adopted by the commissioner of education. The board of trustees must adopt the district's appraisal process and performance criteria. The board may reject the appraisal process and performance criteria developed by the district and campus committees, but the board may not modify the process or criteria (TEC §21.352). A number of issues may be addressed in developing and adopting a local appraisal process.

Student Code of Conduct

Each district with the advice of its district-level planning and decision-making committee must adopt a student code of conduct for the district (TEC §37.001). It is critical for the district-level committee to review the district's safe school survey results annually to consider patterns indicating the effectiveness of disciplinary prevention and intervention strategies. This review and an evaluation of legislative changes may indicate a need for revision to the local student code of conduct

Staff Development

Staff development must be predominantly campus based, related to achieving campus performance objectives established by the principal with the assistance of the campus-level planning and decision-making committee, and developed and approved by the campus-level committee (TEC §21.451).

Staff development is one key area in which state statute clearly provides both the responsibility and the authority for decision making to be invested in the campus-level committee [TEC §21.451(b)]. Many educational leaders believe that staff development is one of the most critical areas of decision making that may impact student performance. It is expected that campus committees will develop numerous additional issues and ideas to augment the primary considerations provided in this resource guide.