

# Organizational Plan for the Guilderland Central School District

## INTRODUCTION

The Guilderland Central School District has a long standing commitment to participatory management and shared decision-making. In the late 1970's a broadly based committee worked to develop a comprehensive administrative/supervisory plan which utilized teams to lead and manage our school system. In the ensuing years, the plan has continued to evolve becoming more inclusive and functional.

The New Compact for Learning encouraging full participation of stakeholders in the education enterprise and Commissioner's Regulation 100.11 provided an opportunity to review and revise the existing plan. A committee comprised of individuals from many stakeholder groups collaborated to redesign the plan.

The following plan states our beliefs, explicitly adds parents to the process, and intentionally provides the flexibility necessary for organizational growth. The statement of major concepts embodies the principles we value and are committed to actualize.

Adopted:		
	Shared Decision-Making Committee	<u>3/24/94</u>
	Board of Education	<u>4/5/94</u>
Revised and Adopted:		
	Shared Decision-Making Committee	<u>1/22/96</u>
	Board of Education	<u>1/23/96</u>
Revised and Adopted:		
	Shared Decision-Making Committee	<u>1/6/98</u>
	Board of Education	<u>1/27/98</u>
Revised and Adopted:		
	Shared Decision-Making Committee	<u>12/14/99</u>
	Board of Education	<u>2/8/00</u>
Revised and Adopted:		
	Shared Decision-Making Committee	<u>1/15/02</u>
	Board of Education	<u>1/22/02</u>
Adopted:		
	Shared Decision-Making Committee	<u>1/22/04</u>
	Board of Education	<u>2/10/04</u>
Revised and Adopted:		
	Shared Decision-Making Committee	<u>1/18/06</u>
	Board of Education	<u>2/28/06</u>
Revised and Adopted:		
	Shared Decision-Making Committee	<u>3/3/08</u>
	Board of Education	<u>3/25/08</u>
Revised and Adopted:		
	Shared Decision-Making Committee	<u>2/2/10</u>
	Board of Education	<u>3/23/10</u>
Revised and Adopted:		
	Shared Decision-Making Committee	<u>3/26/12</u>
	Board of Education	<u>6/21/12</u>
Revised and Adopted:		
	Shared Decision-Making Committee	<u>4/30/14</u>
	Board of Education	<u>                    </u>

**SHARED DECISION-MAKING COMMITTEE  
2013-2014**

***Altamont Elementary School***

Peter Brabant, Principal  
Michelle Rispole, Guilderland Teachers' Association

***Guilderland Elementary School***

Allan Lockwood, Principal  
Barb Horan, Guilderland Teachers' Association  
Chloe Streck, Guilderland Teachers' Association

***Lynnwood Elementary School***

Alicia Rizzo, Principal  
Melissa Klindtworth, Parent-Teacher Association

***Pine Bush Elementary School***

Christopher Sanita, Principal  
Christine Groat, Guilderland Teachers' Association  
Bridgette Chorbajian, Parent-Teacher Association

***Westmere Elementary School***

Beth Bini, Principal  
Cheri Hart, Guilderland Teachers' Association  
Maria Witazok, Parent-Teacher Association

***Farnsworth Middle School***

Michael Laster, Principal  
Liz Albright, Guilderland Teachers' Association  
Carmen Valverde, Parent-Teacher Association

***Guilderland High School***

Tom Lutsic, Principal  
Allison Relyea, Guilderland Teachers' Association  
Karen Covert-Jones, Parent-Teacher Association

***District-wide***

Marie Wiles, Superintendent of Schools  
Demian Singleton, Assistant Superintendent for Instruction  
Barbara Fraterrigo, Board of Education President

**SHARED DECISION-MAKING COMMITTEE  
2011-2012**

***Altamont Elementary School***

Peter Brabant, Principal  
Heidi Cutler, Guilderland Teachers' Association  
Mary Beth Mulligan, Parent-Teacher Association

***Guilderland Elementary School***

Allan Lockwood, Principal  
Emily Spooner-Smith, Guilderland Teachers' Association  
Andi Darrigo, Parent-Teacher Association

***Lynnwood Elementary School***

Alicia Rizzo, Principal  
Joanne Gabriele, Guilderland Teachers' Association  
Sarah Cherko, Parent-Teacher Association

***Pine Bush Elementary School***

Christopher Sanita, Principal  
Chris Monlea, Guilderland Teachers' Association  
Margo Cassella, Parent-Teacher Association

***Westmere Elementary School***

Beth Bini, Principal  
Beth Ray, Guilderland Teachers' Association  
Marie Creighton, Parent-Teacher Association

***Farnsworth Middle School***

Mary Summermatter, Principal  
Mike Pipa, House Principal  
Martha Brew, Guilderland Teachers' Association  
Beverly Cotten, Instructional Administrator  
Kim Nugent, Guilderland Teachers' Association  
Karen Covert-Jones, Parent-Teacher Association

***Guilderland High School***

Tom Lutsic, Principal  
Tara McConaghy, Guilderland Teachers' Association  
Mark Brooks, Assistant Principal  
Carmen Valverde, Parent-Teacher Association  
Mike Piscitelli, Instructional Administrator

***District-wide***

Marie Wiles, Superintendent of Schools  
Demian Singleton, Assistant Superintendent for Instruction  
Colleen O'Connell, Board of Education President

**SHARED DECISION-MAKING COMMITTEE  
2009-2010**

***Altamont Elementary School***

Peter Brabant, Principal  
Trish Abatto, Guilderland Teachers' Association  
Michelle Stevens, Parent-Teacher Association

***Guilderland Elementary School***

Allan Lockwood, Principal  
Wendy Durocher, Guilderland Teachers' Association  
Emily Santoro, Parent-Teacher Association

***Lynnwood Elementary School***

James Dillon, Principal  
Casey Bardin, Guilderland Teachers' Association

***Pine Bush Elementary School***

Christopher Sanita, Principal  
Beth Whiteman, Guilderland Teachers' Association  
Melissa Drislane, Parent-Teacher Association

***Westmere Elementary School***

Beth Bini, Principal  
Stephanie Brennan, Guilderland Teachers' Association  
Jodi Mongin, Parent-Teacher Association

***Farnsworth Middle School***

Mary Summermatter, Principal  
Nancy Clum-Dolan, Guilderland Teachers' Association  
Karen Covert-Jones, Parent-Teacher Association

***Guilderland High School***

Brian McCann, Principal  
Erin McNamara, Guilderland Teachers' Association  
Leith Mead, Parent-Teacher Association

***District-wide***

John W. McGuire, Superintendent of Schools  
Demian Singleton, Assistant Superintendent for Instruction  
Denise Eisele, Parent of Child with Disabilities

**SHARED DECISION-MAKING COMMITTEE  
2007-2008**

***Altamont Elementary School***

Peter Brabant, Principal  
Liz Wardle, Guilderland Teachers' Association  
Ronnie Lindberg, Parent-Teacher Association

***Guilderland Elementary School***

Dianne Walshhampton, Principal  
Wendy Durocher, Guilderland Teachers' Association  
Emily Santoro, Parent-Teacher Association

***Lynnwood Elementary School***

James Dillon, Principal  
Sharon Marion, Parent-Teachers' Association

***Pine Bush Elementary School***

Martha Beck, Principal  
Anna Hanson, Guilderland Teachers' Association  
Martha Wadsworth, Parent-Teacher Association

***Westmere Elementary School***

Debbie Drumm, Principal  
Virginia Zuspann, Guilderland Teachers' Association  
Christine Kenefick, Parent-Teacher Association

***Farnsworth Middle School***

Mary Summermatter, Principal  
Michelle Romano, Guilderland Teachers' Association

***Guilderland High School***

Mike Paolino, Principal  
Reagan Figueroa, Guilderland Teachers' Association  
Sarah Kremer, Parent-Teacher Association

***District-wide***

John W. McGuire, Superintendent of Schools  
Nancy Andress, Assistant Superintendent for Instruction  
Denise Eisele, Parent of Child with Disabilities

**SHARED DECISION-MAKING COMMITTEE  
2005-2006**

***Altamont Elementary School***

Peter Brabant, Principal  
Barb Kossman, Guilderland Teachers' Association  
Janelle Fletcher, Parent-Teacher Association

***Guilderland Elementary School***

Dianne Walshhampton, Principal  
Tom Siebel, Guilderland Teachers' Association  
Bernadette Hallam, Parent-Teacher Association

***Lynnwood Elementary School***

James Dillon, Principal  
Julia Healy, Guilderland Teachers' Association  
Carolyn Hourihan, Parent-Teachers' Association

***Pine Bush Elementary School***

Martha Beck, Principal  
Laurie Haecker, Guilderland Teachers' Association  
Leith Mead, Parent-Teacher Association

***Westmere Elementary School***

Debbie Drumm, Principal  
Beth Clement, Guilderland Teachers' Association  
Debbie Cohen, Parent-Teacher Association

***Farnsworth Middle School***

Mary Summermatter, Principal  
Steve Hadden, Administrator  
Amy Daley, Guilderland Teachers' Association  
Wendy Mastoras, Teaching Assistant Unit of the Guilderland Teachers' Association  
Suzanne Ports, Parent-Teacher Association

***Guilderland High School***

Michael Piccirillo, Principal  
William Gray, Guilderland Teachers' Association  
Ann Matt, Parent-Teacher Association

***District-wide***

Gregory J. Aidala, Superintendent of Schools  
Nancy Andress, Assistant Superintendent for Instruction

**SHARED DECISION-MAKING COMMITTEE  
2003-2004**

***Altamont Elementary School***

Beth Bini, Guilderland Teachers' Association  
Christy Center, Altamont Building Cabinet, Parent-Teacher Association  
Jamilyn Rubin, Guilderland Teachers' Association  
Susan Tangorre, Principal

***Guilderland Elementary School***

Richard Goyer, Parent-Teacher Association  
Linda Triplett, Guilderland Teachers' Association  
Dianne Walshhampton, Principal

***Lynnwood Elementary School***

Juliann Dellarocco, Parent-Teachers' Association  
James Dillon, Principal  
Robin Michaels, Guilderland Teachers' Association  
Beth Weicman, Parent-Teachers' Association

***Pine Bush Elementary School***

Martha Beck, Principal  
Diane Martiniano, Guilderland Teachers' Association  
Leith Mead, Parent-Teacher Association

***Westmere Elementary School***

Patricia Smith, Assistant Principal  
Ann Vaughn, Guilderland Teachers' Association

***Farnsworth Middle School***

William Aube, House Principal  
Susan Chrisey, Teaching Assistant Unit of the Guilderland Teachers' Association  
Shannon Fitzgerald, Guilderland Teachers' Association  
Jeffrey Kramm, Teaching Assistant Unit of the Guilderland Teachers' Association

***Guilderland High School***

Loretta Cozza, Associate Principal  
Michael Cushing, Guilderland Teachers' Association  
Sheila Elario, District Supervisor of Art  
Patricia Hansbury-Zuendt, Supervisor of English

***District-wide***

Gregory J. Aidala, Superintendent of Schools  
Nancy Andress, Assistant Superintendent for Instruction

**SHARED DECISION-MAKING COMMITTEE  
2001-2002**

***Altamont Elementary School***

Susan Tangorre, Principal

***Guilderland Elementary School***

Stacey Kirk, Guilderland Teachers' Association

Coleen Paratore, Parent-Teacher Association

Dianne Walshhampton, Principal

***Lynnwood Elementary School***

Margaret Raymo, Guilderland Teachers' Association

***Pine Bush Elementary School***

Martha Beck, Principal

Audrey Jurczynski, Guilderland Teachers' Association

Carol Kelly, Parent-Teacher Association

***Westmere Elementary School***

Lynn Buff, Westmere Building Cabinet, Parent-Teacher Association

Joanne Whipple, Principal

***Farnsworth Middle School***

Susan Burke, Supervisor Reading, Language Arts and Social Studies 6-8

Maurice Campagnano, Parent-Teacher Association

Donald Germain, Principal

***Guilderland High School***

Genzi Nachod, High School Building Cabinet, Parent-Teacher Association

Matthew Nelligan, Guilderland Teachers' Association

Jeanne Scrafford, Parent-Teacher Association

Dale Westcott, Supervisor Math, Science & Technology

John Whipple, Principal

***District-wide***

Gregory J. Aidala, Superintendent of Schools

Nancy Andress, Administrator for Instructional Programs

Chris Claus, Vice President, Guilderland Teachers' Association

Stephen Hadden, Administrator for Special Programs

Wendy Mastoras, Teaching Assistant Unit of the Guilderland Teachers' Association

Nelly Odoni, Parent Representative for Special Education

Sean O'Neill, President, Guilderland Teachers' Association



**SHARED DECISION-MAKING COMMITTEE  
1999-2000**

***Altamont Elementary School***

Carol Preville, Parent-Teacher Association  
Susan Tangorre, Principal  
Yvette Terplak, Guilderland Central Teachers' Association

***Guilderland Elementary School***

Maureen Burger, Parent-Teacher Association  
Kristine Culotti, Guilderland Central Teachers' Association  
Dianne Walsh-Hampton, Principal

***Lynnwood Elementary School***

Joanne Cogswell, Parent-Teacher Association  
James Dillon, Principal  
Marge Raymo, Guilderland Central Teachers' Association

***Pine Bush Elementary School***

Martha Beck, Principal  
Audrey Jurczynski, Guilderland Central Teachers' Association

***Westmere Elementary School***

Elena Bruno, Parent-Teacher Association  
Joanne Whipple, Principal

***Farnsworth Middle School***

Don Germain, Principal  
Sean O'Neill, President, Guilderland Central Teachers' Association  
Joanne Perrillo, Guilderland Central Teachers' Association  
Sandee Piculell, Guilderland Central Teachers' Association  
Christopher Sanita, Guilderland Central Teachers' Association

***Guilderland High School***

Pamela Klarsfeld, Parent-Teacher Association  
Ann Linendoll, Parent-Teacher Association  
Jack Whipple, Principal

***District-wide***

William Adams, Administrator for Human Resources  
Nancy Andress, Administrator for Instructional Programs  
Denise Eisele, Parent Representative for Special Education  
Stephen Hadden, Administrator for Special Programs

**SHARED DECISION-MAKING COMMITTEE  
1997-98**

***Altamont Elementary School***

Ann Kelly, Parent-Teacher Association  
Susan Tangorre, Principal  
Yvette Terplak, Guilderland Central Teachers' Association

***Guilderland Elementary School***

Karen Gold, Parent-Teacher Association  
Barbara Horan, Guilderland Central Teachers' Association  
Dianne Walsh-Hampton, Principal

***Lynnwood Elementary School***

James Dillon, Principal  
Marge Raymo, Guilderland Central Teachers' Association  
Denise Stutz, Parent-Teacher Association

***Pine Bush Elementary School***

Martha Beck, Principal  
Grace Meglino, Parent-Teacher Association  
Joan Williams, Guilderland Central Teachers' Association

***Westmere Elementary School***

Denise Eisele, Parent Representative for Special Education  
Dot Griffin Kelly, Parent-Teacher Association  
Joseph Posillico, Principal  
Lois Wilke, Guilderland Central Teachers' Association

***Farnsworth Middle School***

Susan Burke, Supervisory Unit, Guilderland Central Teachers' Association  
Carol Felsen, Parent-Teacher Association  
Wayne Goodnow, Guilderland Central Teachers' Association  
Pamela Klarsfeld, Parent-Teacher Association  
Deborah Marcil, Principal  
Sean O'Neill, President, Guilderland Central Teachers' Association

***Guilderland High School***

Ron DePersis, Parent-Teacher Association  
Ann Linendoll, Parent-Teacher Association  
Joanne Perry, Guilderland Central Teachers' Association  
Jack Whipple, Principal

***District-wide***

William Adams, Administrator for Human Resources  
Nancy Andress, Administrator for Instructional Programs  
Victor Duma, Guilderland Central School District Unit of the National  
Education Association of New York  
Robert Paquette, Administrator for Business  
Janet Rausch, Teaching Assistant Unit of the Guilderland Central Teacher's  
Association  
Blaise Salerno, Superintendent of Schools  
Linda VanAuken, Guilderland Office Worker's Association  
Joanne Whipple, Administrator for Special Programs

**SHARED DECISION-MAKING COMMITTEE**  
**1995-96**

***Altamont Elementary School***

Pamela Klarsfeld, Parent-Teacher Association  
Dominic Nuciforo, Principal  
JoAnne York, Guilderland Central Teachers' Association

***Guilderland Elementary School***

Dianne Walsh-Hampton, Principal  
Cathy Patten, Parent-Teacher Association  
Nancy Schaefer, Guilderland Central Teachers' Association

***Lynnwood Elementary School***

James Dillon, Principal  
Fifi Gifford, Parent-Teacher Association  
Marge Raymo, Guilderland Central Teachers' Association

***Pine Bush Elementary School***

Martha Beck, Principal  
Rita Dillon, Parent-Teacher Association

***Westmere Elementary School***

Nancy Andress, Principal  
Janet Rothacker, Parent-Teacher Association

***Farnsworth Middle School***

Penelope Heath, Principal  
Carol Kaelin, Parent-Teacher Association  
Sean O'Neill, Guilderland Central Teachers' Association

***Guilderland High School***

Christopher Claus, Guilderland Central Teachers' Association  
Kathryn Kavanaugh, Parent-Teacher-Student Association  
John Whipple, Principal

***District-wide***

Terrance Andres, Guilderland Central School District Unit of the National Education Association of New York  
William Brinkman, Board of Education  
Susan Burke, Supervisory Unit of the Guilderland Central Teachers' Association  
Ellen Klein, Guilderland Office Workers' Association  
Robert Paquette, Administrator for Business  
Gordon Purrington, Board of Education  
Janet Rausch, Teaching Assistant Unit of the Guilderland Central Teachers' Association  
William Adams, Administrator for Human Resources  
Brian McCann, Guilderland Central School Administrators' Association  
Blaise Salerno, Superintendent of Schools  
Faith Schullstrom, Administrator for Instructional Programs and Staff Development  
Joanne Whipple, Administrator for Special Programs

**SHARED DECISION-MAKING COMMITTEE**  
**1993-94**

***Altamont Elementary School***

Pamela Klarsfeld, Parent-Teacher Association  
Dominic Nuciforo, Principal  
JoAnne York, Guilderland Central Teachers' Association

***Guilderland Elementary School***

Martha Beck, Principal  
Linda Oustecky, Parent-Teacher Association  
Nancy Schaefer, Guilderland Central Teachers' Association

***Lynnwood Elementary School***

James Dillon, Principal  
Fifi Gifford, Parent-Teacher Association  
Robin Marciniak, Guilderland Central Teachers' Association

***Westmere Elementary School***

Nancy Andress, Principal  
Sylvia Burroughs, Guilderland Central Teachers' Association  
Janet Rothacker, Parent-Teacher Association

***Farnsworth Middle School***

Penelope Heath, Principal  
Carol Kaelin, Parent-Teacher Association  
Sean O'Neill, Guilderland Central Teachers' Association

***Guilderland High School***

Christopher Claus, Guilderland Central Teachers' Association  
Kathryn Kavanaugh, Parent-Teacher-Student Association  
John Whipple, Principal

***District-wide***

Terrance Andres, Guilderland Central School District Unit of the National Education Association of New York  
William Brinkman, Board of Education  
Susan Burke, Supervisory Unit of the Guilderland Central Teachers' Association  
Denise Field, Teaching Assistant Unit of the Guilderland Central Teachers' Association  
Ellen Klein, Guilderland Office Workers' Association  
Robert Paquette, Administrator for Business  
Gordon Purrington, Board of Education  
Janet Rausch, Teaching Assistant Unit of the Guilderland Central Teachers' Association  
Arnold Rothstein, Administrator for Human Resources  
John Ryan, Guilderland Central School Administrators' Association  
Blaise Salerno, Superintendent of Schools  
Faith Schullstrom, Administrator for Instructional Programs and Staff Development  
Joanne Whipple, Administrator for Special Programs

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## **OVERVIEW**

The Guilderland Central School District is organized and managed by teams of individuals to provide the children of this community an education that empowers them and steadily prepares each student for success at the next level. Some teams consist of members with like roles, others mix roles; some teams are site-based, others are district-wide or level-based.

As the whole community is affected by the schools, so does the whole community affect the schools. Our intent is to operate in an arena of trust, collaboration, and partnership. We intend that our actions and relationships foster mutual trust and support. In this context, the organizational plan which follows includes:

MAJOR CONCEPTS which iterate our beliefs regarding shared decision-making;

BENEFITS and PITFALLS which caution us to prepare for the exigencies of shared management and decision-making;

TEAMS and THEIR FUNCTIONS which index existing teams and key functions;

TEAM RESPONSIBILITIES which encompass purpose, procedures, accountability, evaluation, and constraints;

BUILDING TEAMS and DISTRICT TEAMS for coordination and planning, articulation and curriculum development, staff development, and special services.

The building team for Coordination and Planning or BUILDING CABINET is the site-based shared decision-making team referred to in Commissioner's Regulation 100.11; in the context of this plan the Building Cabinet may elect to function in the following areas: curriculum, instructional materials, methodology, student grouping, scheduling, budgeting, staffing, and other matters related to improving student learning.

## **DECISION MAKING FRAMEWORKS**

Schools and school districts are increasingly complex systems requiring multiple levels and mechanisms for both immediate and long-term decision-making and planning. As such, decisions may be made in one of these ways:

- Level I represents a decision made by consensus or majority of stakeholders.
- Level II represents a leadership decision influenced by input from stakeholders.
- Level III represents a unilateral leadership decision.

## MAJOR CONCEPTS

- A. The purpose of the shared decision-making process is to achieve the mission of the school.
- B. People involved in implementing school policies must be involved in establishing school policy, planning, analysis and implementation design. Further, we believe that parents and other interested community members are vital participants in these activities. Thus we all accept equally our individual and group responsibility.
- C. The Guilderland staff is committed to the belief that their responsibilities extend beyond their primary assignment. Professionalism in Guilderland requires that each person extend his or her activities to participate in managing the school system.
- D. Parents and all community members have a vital interest in and responsibility for student learning and student success.
- E. Participation in decision-making by those closest to, most affected by, and invested in decisions is valued and sought.
- F. Site teams, referred to in our plan as Building Cabinets, will develop processes and procedures that meet the needs of the people and culture of the building while operating within the guidelines, mission, and goals of the district and this plan.
- G. Participants in shared decision-making have the responsibility to learn what is needed to decide, to commit to operating principles, and to consider the impact of the decision.
- H. Effective shared decision-making requires that participants have a common understanding of the process and the organization in which that process is used as well as the necessary participation skills.
- I. Many important decisions arise from recommendations of *ad hoc* or standing committees (i.e., attendance policy, valedictorian-salutatorian, facilities use, transition, school activities). It is the intent of this plan that such committees specifically involve parents.
- J. This plan is continuously evolving and will be regularly evaluated to assure its effectiveness.

## **BENEFITS/PITFALLS OF TEAMS**

Our goal is to improve learning and achievement for all of Guilderland's students; our belief is that broad participation in decision-making improves the decisions we make.

As participation in decision-making is broadly debated and applied to concepts in organizational practice, we recognize both benefits and pitfalls in the process. Our intent is to maximize the benefits of this practice in our shared work to assure our students' success.

### **Potential Benefits**

- Reduce individual resistance to organizational changes and goals.
- Reach effective solutions to complex and pervasive problems.
- Develop broader bases of support for organizational decisions and operations.
- Allow for more informed, representative, and creative problem solving.
- Encourage the professional growth of participants.
- Improve communication across different role groups.
- Improve the ability of participants to accept responsibility.

### **Potential Pitfalls**

- Increase individual alienation from group decisions.
- Increase the polarization of groups.
- Set up unreasonable expectations for participation.
- Take a great deal of time away from the performance of other organizational goals and functions.
- Be ineffective when decisions need to be reached quickly.
- Result in watered down, politically pressured decisions, and lower quality results.

The following principles maximize benefits and minimize pitfalls:

1. Consider open access and broad participation in decision-making activities.
2. Limit team functions to those areas directly relating to or impacting on the educational program so that all members will have an immediate interest in the outcome of the decision as well as skill and information in dealing with the issues.
3. Place the team in an organizational hierarchy, but make it responsible for the performance of its functions.
4. Train the teams in decision-making processes.
5. Clearly define the basic purpose, specific functions, and nature of responsibility of the teams.
6. Recognize the importance of selecting goals carefully so that actions are leveraged in the educational environment.
7. Align goals and activities with the mission and priorities for the school district.



## TEAMS AND THEIR FUNCTIONS

<b><u>Building Teams (All Levels)</u></b>	<b><u>Building Function</u></b>
Cabinet	Develops Procedures and Goals
IST	Student referral, evaluation and programming
PTA-PTSA	Planning, coordination advocacy and support
Data Team	Coordination and implementation of instructional programs
Teacher Leader (elementary only)	Conflict Resolution
Teacher-Administrator Liaison Committee (TALC)	Referral, evaluation, identification and review of students with disabilities
Subcommittee on Special Education	
<b><u>Emergency Response Teams</u></b>	<b><u>Building Function</u></b>
All buildings	
<b><u>Building Teams (Middle &amp; High School)</u></b>	<b><u>Building Function</u></b>
Subject Area	Curriculum Development
Professional Development	Training and Design
Administrators	Planning/Coordination
Inquiry	Analysis and articulation of student achievement data
Administrator/Counselor Team	Articulation of student needs
<b><u>District Teams</u></b>	<b><u>District Function</u></b>
Subject Area - Curriculum Cabinets <ul style="list-style-type: none"> <li>➤ Language Arts Cabinet</li> <li>➤ Math Cabinet</li> <li>➤ Science Cabinet</li> <li>➤ Social Studies Cabinet</li> <li>➤ Tech Liaisons Cabinet</li> <li>➤ Enrichment Cabinet</li> <li>➤ Professional Development Cabinet</li> <li>➤ Health Cabinet</li> <li>➤ Library Cabinet</li> <li>➤ Speech Cabinet</li> <li>➤ Physical Education Cabinet</li> </ul>	Articulation and Curriculum Development
Leadership Council	Planning/Coordination/Approval
Staff Development	Inservice/Training/Mentoring
District Office Administrators	Planning/Coordination
Preschool Committee on Special Education	Referral, evaluation, identification and review of students with disabilities
Committee on Special Education	Referral, evaluation, identification and review of students with disabilities
Board of Education	Policies and Planning
PTA Council	Plan, coordinate, advocacy and support for students above a building level Coordination and oversight of building level PTA
Hooked on Health	Student/staff Wellness Advisory Group
Elementary Administrators	Planning/Coordination
Transportation Management	Planning/Coordination
Continuing Education	Program and Fiscal Management
Teacher Consultation Committee (TCC)	Communication -- conflict resolution above a building level
Network Team	BOCES
<b><u>Specific Purpose Teams</u></b>	<b><u>Team Function</u></b>
Annual Priority	Plan/Coordinate/Recommend
Student Population Growth/ Facilities Planning	Advisory
Safe Respectful Schools Committee	Plan/Recommend activities and programs funded by Safe & Drug Free Schools grant, DASA
RtI Advisory Committee	Implementation planning for RtI mandate

## **TEAM RESPONSIBILITIES**

The purpose of all teams is to improve student learning. Each team is committed and involved in an organization whose goal is to help all our students acquire the knowledge, skills and attitudes that will enable them to be successful and contributing participants in a democratic society.

All teams work collaboratively to develop plans and strategies to achieve stated goals. Plans, actions, steps, and decisions are determined by consensus.

When, after judicious review, a team determines that an issue is urgent, falls beyond their jurisdiction and/or has impact beyond their site, the superintendent will convene the Administrative Council with the PTA Council president or designee to develop a process for addressing the issue with involvement of parents, teachers, administrators, and others as appropriate.

If a team is unable to reach consensus, it may seek outside support. If a team is still unable to reach consensus, the superintendent will assist the team in its process and, when necessary, make the decision.

Team members are accountable for:

- making the best possible educational decisions after seeking, listening to, and weighing all viewpoints.
- both reporting and supporting decisions.
- publishing, posting, and making minutes and agendas available.
- reporting to the Board of Education as requested or as needed.

In evaluating student achievement, teams may consider all areas affecting students' intellectual, social, creative, emotional, and physical growth and development. For the purposes of setting standards, assessing progress, and evaluating results, the teams will consider a variety of measures including the School Report Card, student self-assessment, recognitions and awards, student performances, and other indicators identified by the cabinet or team.

Further, the team will examine and reflect on its contribution to the improvement of student learning annually.

Various federal and state programs (Title 1 etc.) require parental involvement. These programs and participation are separate from this plan.

Teams will comply with all federal and state laws and regulations and acknowledge the statutory authority of the Guilderland Board of Education. We specifically recognize that issues which impact on the health, safety, and/or civil rights of students and/or employees; State, Federal, or local laws and regulations; Commissioner's Regulations; collective negotiations; tax rates; Board of Education policy and/or administrative regulations are not subject to shared decision-making.

## COORDINATION AND PLANNING BUILDING TEAMS

### A. **Building Cabinet:**

Purpose: The building cabinet is an important building team and is the site-based shared decision-making team. Its basic purpose is to develop the goals, priorities and procedures to facilitate improvement of student learning in the school unit.

Membership:

Elementary School	Middle School	High School
Building Administrator	Building Administrator	Building Administrator
4-8 Teachers	6 Teachers	6 Teachers
1-2 Support Staff Member(s)	1 Instructional Administrator 1 Counselor	1 Instructional Administrator 1 Counselor
2-3 Parents	1-2 Support Staff Member(s)	1-2 Support Staff Member(s)
1 BOCES Staff Member*	2-3 Parents	2-3 Parents
	1 BOCES Staff Member*	1-4 Student(s)
	Student Council Rep	1 BOCES Staff Member*
	House Principals	Assistant Principals

\*These roles will be filled either to address specific issues or with a full-time member as determined by the cabinet on an annual basis.

Building PTA, staff, and student government will determine how members from their groups will be selected. Membership terms should be overlapping to assure continuity; length of term will be determined by each cabinet. The expectation is that all members are full participants; however, if at any time a membership category is not filled, the cabinet will continue its functions.

Community members as well as members of the higher education, business, or governmental communities and colleagues from other districts will be invited to share expertise as needed on specific issues.

Each building principal will clarify the decision-making level for major decisions and share with the staff, department, or Building Cabinet. The leader explains these decisions or rationales to the greatest extent possible to support those decisions.

## **COORDINATION AND PLANNING BUILDING TEAMS**

### Functions:

The Building Cabinet has the following functions:

- to establish school goals and priorities, plans to achieve them and processes to monitor results.
- to develop a school plan to meet identified district priorities, needs, requests or delegated activities.
- to facilitate involvement of parents on other building teams.
- to develop plans to improve the general climate of the school.
- to plan the content and facilitate the process for regularly scheduled faculty meetings.
- to share school budget proposals and gather feedback for recommendations to the building administrative team.
- to develop operational practices and procedures as appropriate.
- to provide input for the development of the master schedule for the school's operation.
- to develop plans regarding school structure to deliver program.
- to develop a co-curricular program and coordinate school-wide activities.
- to develop placement and transition procedures.
- to support and provide recommendations regarding curriculum and assessment.
- to review student evaluation procedures and make recommendations to the building administrative team.
- to assist in developing the process for selecting, recruiting, and training staff, when appropriate.
- to develop a community relations program and to plan for staff, parent, and community involvement and growth.
- to oversee some building teams' recommendations and make action recommendations to the building administrative team.
- to assist and support effective implementation of work of other building teams.

Examples of procedures planned by building cabinets:

- block scheduling
- planning for Open House
- review of School Report Card
- student entrance/exit rules
- teacher supervision of students
- bus loading/unloading rules

## **COORDINATION AND PLANNING BUILDING TEAMS**

### **B. Building Administrative Team:**

Purpose: The basic purpose of the administrative team is to carry out the organizational goals of the school.

Membership: At each building level, the basic membership of the team is composed of the building administrators. In addition to the advantages mentioned earlier regarding team activity, advantages accruing by having an administrative team are: improved communication among administrators and improved implementation of decisions which may be difficult to carry out.

Functions:

The team may consider the following functions:

- To plan and manage implementation efforts to carry out building and district decisions.
- To develop long term planning documents and disseminate to other building teams.
- To provide leadership in the establishment of school goals and priorities involving all the publics.
- To meet with cabinet and provide leadership in assessment of the school climate.
- To provide service and leadership to the other building teams.
- To establish school budget development procedures.
- To develop the budget and make recommendations to the district administrative team.
- To monitor and evaluate the instructional program of the school.
- To develop student evaluation procedures.
- To carry out teacher evaluation improvement activities.
- To evaluate instructional administrators assessment of teachers.
- To make personnel (including staffing) decisions and recommend to central office.
- To present recommendations for program change to the district administrative team.
- To insure optimum use of community resources.

### **C. Inquiry Team - Data or Administrator/Counselor Team (ACT)**

Purpose: As part of the Federal Race To The Top initiative, each building in a school district is required to form an inquiry team—a group of teachers and building principals charged with analyzing data, identifying student achievement gaps, and formulating steps to close those gaps.

Membership: Building Principal, minimum of 5 teachers, Instructional Administrator (GHS and FMS), and a counselor, social worker or psychologist

## Functions:

The Inquiry Team's basic functions are:

- Focused instructional talk around improving student achievement
- Using interim assessments to provide evidence of learning
- Collective analysis of results of assessments to inform and improve practice that impacts student learning
- Help identify, implement, and monitor best practices in terms of academic/behavioral improvement
- Collect and analyze a variety of data
- Develop or adapt common assessment instruments
- Commit to norms of collaboration and data examination
- Identify student-learning problems, verify causes, generate solutions, monitor and achieve results for students
- Consult research to investigate problems, causes, and best practice
- Develop data-supported action plans
- Communicate with staff and key stakeholders about the findings and plans
- Coordinate with other school or district initiatives and leaders
- Share successes and challenges from their own classrooms and/or at the school level

## **COORDINATION AND PLANNING DISTRICT TEAMS**

### **A. District Leadership Council**

Purpose: The basic purpose of the district leadership council is to coordinate the efforts of the teams and administration in meeting the organizational goals of the district.

Membership: The membership of the team is intended to have representatives from the district office administrative team, building principal, special education and GTA President. Advantages of having a district administrative team are improved communication, improved input and decision-making on complex decisions, and improved management of the implementation of decisions which may be difficult to carry out.

\*Expanded Leadership team includes all administrators

Functions:

The council's basic function is to provide individual administrators with group input, assistance and direction in carrying out certain of their functions.

The team has the following functions:

- To provide leadership in the establishment of district goals and priorities, involving all publics.
- To develop long term planning documents for approval by the District Office Administrative Team and the Board of Education.
- To plan and manage implementation efforts at the local building to carry out district decisions.
- To translate Board policy and operational procedures of the District Office Administrative Team at the local building.
- To assist with developing the budget.
- To establish budget development procedures for the district.
- To effectively and efficiently manage individual building resources and facilities to meet the goals of the program.
- To make personnel (including staffing) decisions and recommend such to the District Office Administrative Team and the Board of Education.
- To monitor and evaluate the instructional program in the district.
- To review all curriculum change proposals.
- To recommend priority list of staff training needs to district staff development teams.
- To provide leadership to the building administrative and supervisory personnel in the performance of their duties.
- To insure optimum use of community resources.

## **COORDINATION AND PLANNING DISTRICT TEAMS**

### **B. District Office Administrative Team**

Purpose: The basic purpose of the district office administrative team is to coordinate the efforts of the Superintendent and Board of Education in meeting the organizational goals of the district. The team's basic function is to provide individual central office administrators with group input, assistance and direction in carrying out certain of their functions.

Membership: The team is composed of the district office administrators. Advantages of having a district office administrative team are: improved communication among district administrators, improved input and decision-making on complex decisions, and improved management of the implementation of decisions which may be difficult to carry out.

Functions:

The team has the following functions:

- To provide leadership in the establishment of district goals and priorities, involving all publics.
- To plan and manage implementation efforts to carry out district decisions.
- To directly assist the Board in establishing Board policy which provides the framework for carrying out the Board's statutory responsibility.
- To translate Board policy into operational procedures and activities.
- To develop long term planning documents for approval by the Board of Education.
- To make personnel (including staffing) decisions and recommend such to the Board of Education.
- To establish budget development procedures for the district.
- To develop the budget.
- To effectively and efficiently manage resources and facilities to meet the goals of the program.
- To monitor and evaluate the instructional program in the district.
- To monitor and evaluate the staff development program in the district.
- To recommend priority list of staff training needs to district staff development teams.
- To provide leadership to the building administrative team in the performance of their duties.
- To recommend to the Board and implement a positive employee relations program.
- To insure optimum use of community resources.



## **COORDINATION AND PLANNING DISTRICT TEAMS**

### **C. Sequence of Activities for District Planning Function-Building and District Procedures or Policies**

Figure 2 relates to developing school building procedures or practices.

School building procedures or practices can be initiated at any level but must be referred to building cabinet for initial design. The building administrative team reviews the proposed procedure and refers approved procedures to the district administrative team for ultimate approval or disapproval if there are district-wide implications.

School district policy recommendations can be initiated at any level, but must be referred to district administrative team for initial design. The District Administrative Team passes its district policy proposals on to the Board of Education for approval or disapproval.

Other relevant district groups may be asked by the Board of Education for their recommendations or reactions to proposed policy.

### **D. Network Team (BOCES)**

Purpose: Network teams are tasked with differentiating and turn-keying NYSED training on the RttT Assurance Areas and driving a cultural change in schools through professional development – particularly around what is being taught, how it is being taught, and what to do about obstacles to student learning. These concerns surface as the key “Content Areas” for both Network Team professional development and the changes they will facilitate in schools:

1. The implementation of the Common Core State Standards
2. The Data Driven Instruction cycle and School Based Inquiry
3. The training surrounding the implementation of the new Teacher/Leader evaluation systems, most specifically evidence based observation of teacher practice

Membership: The Guiderland Central School District will serve as an active member of the Capital Region BOCES Regional Network Team. This team consists of representatives from component school district.

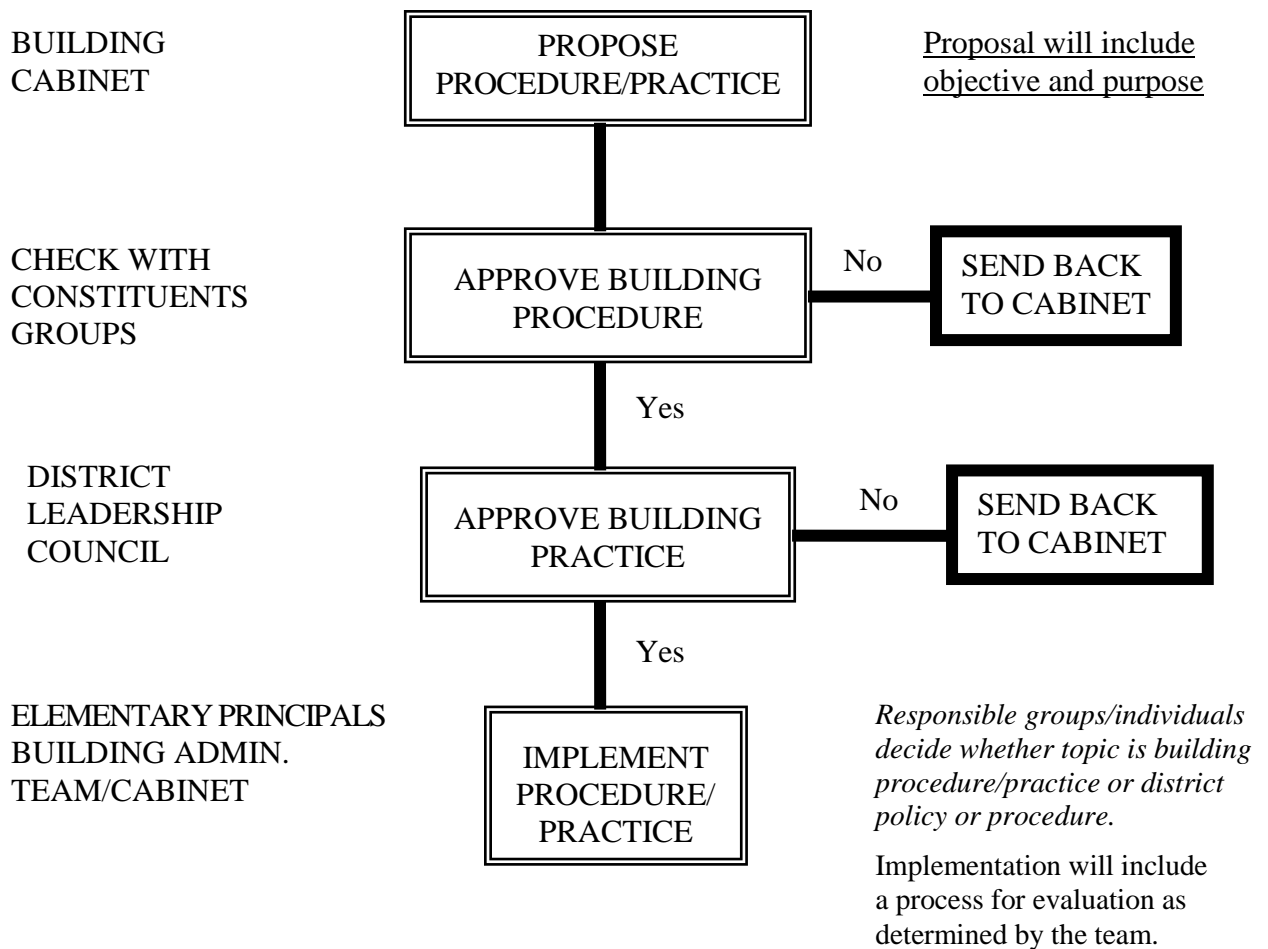
Functions: The basic function is to provide support and guidance for:

1. The implementation of the Common Core State Standards
2. The Data Driven Instruction cycle and School Based Inquiry
3. The training surrounding the implementation of the new Teacher/Leader evaluation systems, most specifically evidence based observation of teacher practice

## COORDINATION AND PLANNING

### FIGURE 1

SEQUENCE OF ACTIVITIES FOR DEVELOPING SCHOOL BUILDING PROCEDURES/PRACTICES THAT MAY HAVE DISTRICT-WIDE IMPLICATIONS

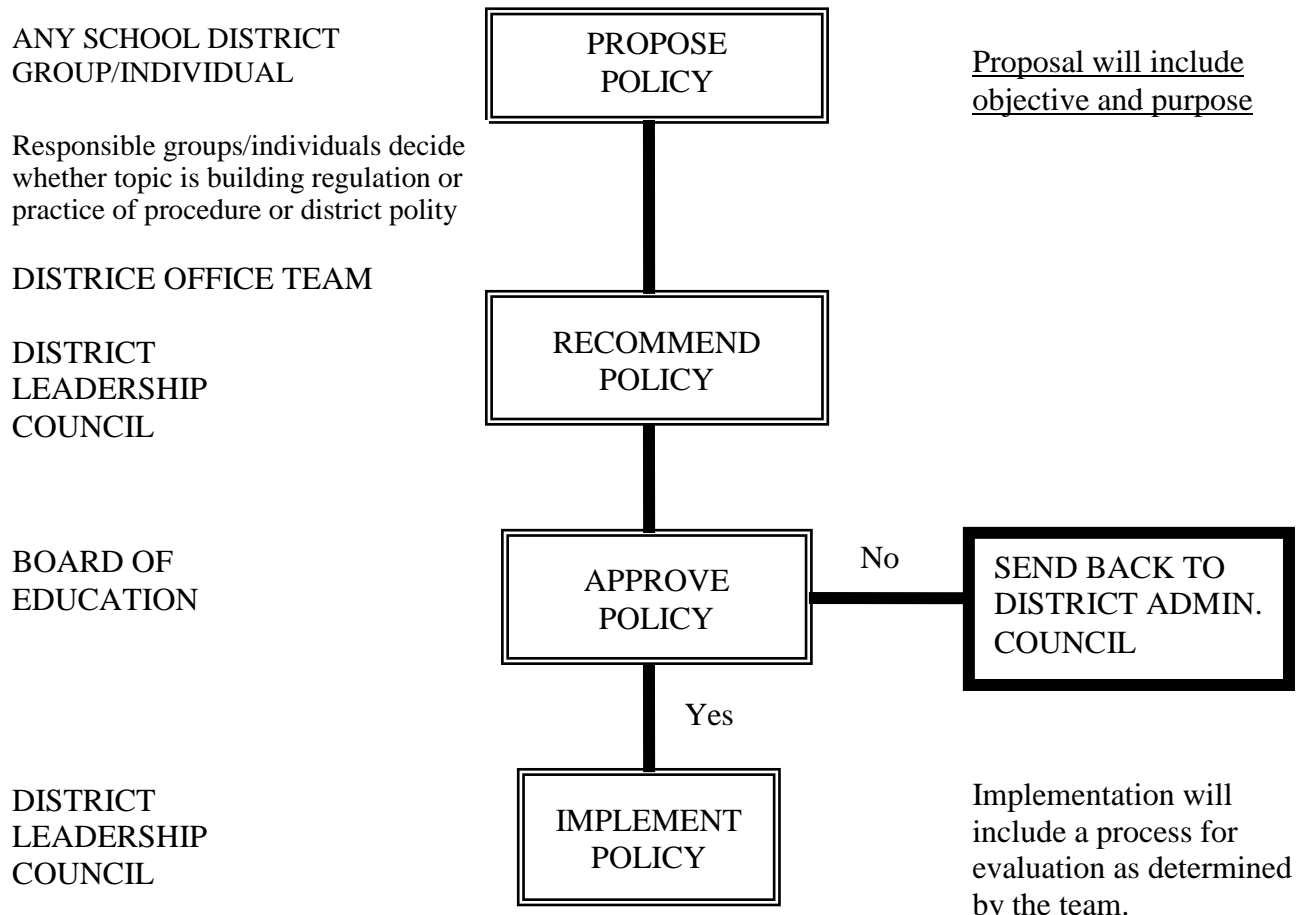


Examples of School Building Procedures that have district-wide implications:  
Placement Procedure, progress report, staff recruitment

## COORDINATION AND PLANNING

### FIGURE 2

#### SEQUENCE OF ACTIVITIES FOR DEVELOPING SCHOOL DISTRICT POLICY RECOMMENDATIONS



#### Examples of School District Policy Recommendations:

Hiring Policy, Sexual Harassment, Appropriate Use Policy, Video Policy

## **ARTICULATION AND CURRICULUM DEVELOPMENT BUILDING TEAMS**

### **A. Middle School and High School Subject Area Teams (Departments)**

Purpose: Assess present and proposed programs and make recommendations to the building administrative team.

Membership: Subject area instructional administrators have responsibility for coordinating these functions. In addition to the advantages of teams mentioned earlier, advantages accruing to established department teams are: vertical coordination of program within a school, ongoing review of department programs, and maintenance of department's program in line with school and district goals.

Functions:

The team has the following functions:

- To annually evaluate the department's program and program goals in terms of content, sequence, and impact.
- To use needs assessment techniques to determine program areas needing changes.
- To review proposals for curriculum change within the existing program.
- To develop suggestions to modify existing programs.
- To present recommendations for program change to district subject area team.
- To explore emerging trends in program and status of department's program and communicate this information.
- To make decisions about recommendations for selection of curriculum materials and texts.

## **ARTICULATION AND CURRICULUM DEVELOPMENT BUILDING TEAMS**

### **B. Curriculum Articulation Team**

Purpose: Purpose of the articulation team is to advise the district administrative team about new curriculum proposals and to otherwise undertake activities designed to foster an improved curriculum. The team is designed to provide an interdisciplinary perspective in developing curriculum for the entire school program.

Functions:

At the **elementary teacher leader level**, the articulation teams have the following functions:

- To review building subject area evaluations and develop and present recommendations for the curriculum needs to the district subject area teams.
- To make recommendations regarding proposals (referred by the district subject area teams) for program change to the district administrative team.
- To make recommendations for summer curriculum projects and provide membership for summer curriculum committee.
- To disseminate information to staff and administration regarding relevant program research.
- To provide a close liaison with individual teachers who are implementing the curriculum.
- To establish building guidelines for each subject area's assessment of student learning.
- To provide opportunity for building staff to review and suggest improvements to curriculum and assessment.

At the **middle and high school department levels**, the building supervisory team has the following functions:

- To present recommendations for curriculum needs to the district subject area teams.
- To review and provide feedback regarding proposals for program change back to the district administrative team.
- To review their building summer curriculum projects and provide input to the building principal.
- To disseminate information to staff and administration regarding relevant program research.
- To establish with building administrative team guidelines for each department's assessment of the curriculum such as alignment of curriculum to testing process for department assessment of program.

## **ARTICULATION AND CURRICULUM DEVELOPMENT DISTRICT TEAMS**

### **C. District Subject Area Team (Curriculum Cabinet)**

Purpose: Purpose of the district subject area team is to review suggestions from and generate suggestions and guidelines for building subject area teams for purposes of curriculum development.

Membership: Teams will work in the following areas: library, guidance, mathematics, social studies, language arts, science, physical education, art, music, foreign language, and reading. For four subject areas - mathematics, social studies, language arts, and science - members of the team will include one member from each elementary school and an Instructional Administrator, from the middle school and high school subject area teams. For special subjects, members of the team will include one representative from each building level (elementary, middle and high school).

Functions:

The team has the following functions:

- To identify district subject program areas needing change or review.
- To establish district subject area's program goals.
- To develop recommendations to modify existing program and present to building subject area team.
- To review and make recommendations to district administrative team on area teams' proposals for major curriculum change.
- To explore emerging trends in program and status of district's program and communicate this information to district subject area teachers.
- To plan implementation of program including designing staff development, disseminating information to building subject area teams, selecting new curriculum materials and texts.

### **D. Sequence of Activities for the Curriculum Development Function**

Ideas for program change can be developed by any team or individual and then sent to the appropriate building subject area leader. The building subject teams are responsible for initial reaction to any program change proposal. Those change proposals are also presented for recommendation to the appropriate district subject area team, building level administrative team, and building articulation team. All three teams are asked to provide their recommendations on the proposal based on different sets of criteria. When all recommendations have been passed on to the district administrative team, final district approval or disapproval is given. Figure 4 presents a schematic diagram of this sequence of activities.

## ARTICULATION AND CURRICULUM DEVELOPMENT

### FIGURE 3

#### SEQUENCE OF ACTIVITIES FOR THE CURRICULUM DEVELOPMENT FUNCTION

The following curriculum change process would be used when these types of changes are being considered:

- Introduction of a new course
- Major content change within an existing course
- Reorganization of an instructional program
- Adoption of a uniform approach to instruction or methodology

Timing	Step	Notes
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Latest date for implementation in following September.

1.	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">IDEA</div>	Curriculum change ideas by anyone- submitted in writing by department, parent, student, administrator, PTA.
2. September	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">SUBJECT AREA LEADER</div>	Subject area leader presents to department and shares with principal and other interested parties.
3. October	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">DEPARTMENT</div>	Department and all involved teachers review potential change and analyze for possible implementation.
4. November	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 45%; text-align: center;">DISTRICT SUBJECT CABINET</div> <div style="border: 1px solid black; padding: 5px; width: 45%; text-align: center;">BUILDING ARTICULATION TEAMS</div> </div>	These two groups review curriculum proposals to promote articulation (the subject cabinet – across schools and levels; articulation teams - across disciplines). <b>Provide constructive suggestions for change and inform Building cabinet.</b>
5. November	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">DEPARTMENT</div>	Review suggestions – revises curriculum change proposal based on comments from cabinet and supervisors.
6. December	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">BUILDING ADMINISTRATIVE TEAM OR ELEMENTARY ADMINISTRATIVE TEAM</div>	Reviews proposal in relation to total school curriculum and possibilities for implementation.
7. January	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">DISTRICT LEADERSHIP COUNCIL</div>	Reviews proposal in relation to total district curriculum and decision for implementation.
8. February	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">PRINCIPAL FOR IMPLEMENTATION</div>	

## **STAFF DEVELOPMENT DISTRICT TEAM**

### **A. District Staff Development Team**

Purpose: The basic purpose of the District Staff Development program is to address the district's needs in the following areas:

- Necessary staff development coinciding with curriculum change.
- Paraprofessional staff development.
- Broadly based enrichment programs for all staff.
- Programs that satisfy individual and organizational personnel needs.

Membership: The district staff development team is made up of two central office administrators, one district supervisor, one building supervisor, and one representative from each of the buildings. Meetings of the team will be held as needed.

Functions:

The team has the following functions:

- To collect surveyed staff training needs information from building staff development teams.
- To approve for credit, courses taken within and outside the district.
- To determine credit for independent study contracts and internships.
- To approve or disapprove program recommendations of building staff development teams which request decisions on funding or credit.
- To assist building staff development teams in assessing their staff training needs.
- To develop district staff development goals and programs.
- To evaluate district staff development programs.
- To advise and assist other teams in providing staff development activities.



## INSTRUCTIONAL SUPPORT TEAM BUILDING TEAMS

### A. Instructional Support Team

Purpose: Purpose of the Instructional Support Team is to coordinate the effort to meet the unique needs of students. The functions and activities of the Instructional Support Team are the responsibility of the district administrator for special programs.

Membership: Potential team membership for this team is quite broad and representative of many different staff members. Team members are to be selected by the principal (elementary) or administrative team (secondary level) upon recommendations of the group involved. (Figure 4 presents a description of the team membership for each building level.) A core group of members will be present at all meetings, while the other support members may be called upon as needed, depending on specific student issues being discussed.

### FIGURE 4

ELEMENTARY LEVEL	MIDDLE SCHOOL AND HIGH SCHOOL
<b>Core Members</b>	<b>Core Members</b>
Language arts coordinator	Administrator and/or IST Leader
Speech and language therapist	Counselor
A Special education teacher	*Special education teacher
Principal and/or CST Leader	School Psychologist
Math Specialist	
Social Worker	
School Psychologist and/or IST Leader	
A Classroom teacher	
<b>Support Members</b>	<b>Support Member</b>
Classroom teacher	Classroom teacher
Nurse	Nurse
Special area teachers	Mathematics/Reading Specialist
Parent	Parent
Others as appropriate	Others as appropriate

\*GHS Administrator/Counselor Team (ACT) serves in this capacity

## Functions:

The basic functions of this team are:

- To develop, implement and monitor individual student progress under a Response to Intervention model.
  - To identify students with special needs.
  - To recommend programs to meet student needs.
  - To provide supplemental services appropriate to student needs.
  - To prepare plans and monitor the progress of special programs.
  - To inform staff of the special needs of students and programs available to meet these needs.
- 
- To recommend students, placements, and programs to the Committee on Special Education when appropriate.

## **B. RtI Support Team**

**Purpose:** The RtI Support Team process consists of consultation and problem solving which focuses on the needs of an individual student. The identified student, in spite of having received the benefit of high quality instruction, has not shown the expected academic or behavioral growth. Consultation with the school Support Team is needed to explore more intensive and individualized intervention options. The Support Team is initially composed of knowledgeable school staff, who work collaboratively to: (1) deeply examine student strength and needs, (2) to analyze the student's response to previous interventions, (3) and use a root cause analysis approach to develop a systematic plan for intensive interventions which are designed to close the academic or behavioral gap between the student and his or her peers. The team uses a continuous problem-solving process to review and revise plans as needed until the student achieves goals.

**Membership:** The participants in a RtI Support team consist of staff who are knowledgeable about the student and/or the subject area the student is having problems with. Recommended team members include:

- Classroom Teacher
- Designated Consultant (Reading Specialist, Math Specialist, Social Worker, etc.)
- Building Principal
- Coordinator for Elementary Programs (Consult)
- Other specialists as needed

**Functions:**

### **1. Define the Problem and Assess Teacher Concerns**

- At the opening of the meeting, the referring teacher(s) presents his/her primary concerns and shares supporting data

- The more precise the problem definition, the better able the team is to generate precise instructional recommendations
2. **Gather Baseline and Background Data and Evidence**
    - The teacher and should present complete, specific, and relevant data to support the problem description.
    - Highlights of student's cumulative records should be discussed.
  3. **Inventory Student Strengths/Talents**
    - The team reviews such information to inform design of interventions that are motivating and engaging to the student.
  4. **Identify Contributory Issues**
    - Examine all possible contributors such as quality of previous instruction, attendance, and absence of, or limitation of basic skills.
  5. **Delineate/Hypothesize the Root Cause**
    - Dig deeply to accurately identify the needed skills
  6. **Develop Solution Recommendations**
    - Brainstorm possible intervention solutions which include the frequency, duration, and time frame (# of minutes per day), as well as a specific progress monitoring plan (tool, expected rate of progress, goal).
  7. **Implement Solutions**
    - Determine frequency and duration of interventions
    - Record all required information in Performance tracker (see next section)
    - Implement the instruction/intervention as designed
  8. **Conduct Follow-Up meeting**
    - Evaluate the effectiveness of the intervention plan based on collected data
  9. **Review and Establish Systematic Prevention**
    - Periodically examine trends and patterns in referrals which may be addressed universally or in a protocol approach to improve class, grade level and school wide programs

## APPENDIX A

### Response to Commissioner's Regulation 100.11

The BUILDING CABINET described on pages 6 and 7 of this Organizational Plan is the school-based decision-making body referred to in Section 100.11 of the Commissioner's Regulations.

The specific responses to operational elements of the regulation are found within the overall organizational plan for the school district.

To clarify, these items are as follows:

*(1) The educational issues which will be subject to cooperative planning and shared decision-making at the building level.*

- p. 1 ...the Building Cabinet may elect to function in the following areas: curriculum, instructional materials, methodology, student grouping, scheduling, budgeting, staffing, and other matters related to improving student learning.
- p. 5 We specifically recognize that issues which impact on the health, safety, and/or civil rights of students and/or employees; State, Federal, or local laws and regulations; Commissioner's Regulations; collective negotiations; tax rates; Board of Education policy and/or administrative regulations are not subject to shared decision-making.
- p. 7 The functions of the Building Cabinet are listed on page 7.

*(2) The manner and extent of the expected involvement of all parties.*

- p. 1 Our intent is to operate in an arena of trust, collaboration, and partnership. We intend that our actions and relationships foster mutual trust and support.
- p. 2 F. Site teams, referred to in our plan as Building Cabinets, will develop processes and procedures that meet the needs of the people and culture of the building while operating within the guidelines, mission, and goals of the district and this plan.
  - G. Participants in shared decision-making have the responsibility to learn what is needed to decide, to commit to operating principles, and to consider the impact of the decision.
  - H. Effective shared decision-making requires that participants have a common understanding of the process and the organization in which that process is used as well as the necessary participation skills.
- p. 6 Membership for the Building Cabinet is identified on page 6.

*(3) The means and standards by which all parties shall evaluate improvement in student achievement.*

- p. 5 In evaluating student achievement, teams may consider all areas affecting students' intellectual, social, creative, emotional, and physical growth and development. For the purposes of setting standards, assessing progress, and evaluating results, the teams will consider a variety of measures including the School Report Card, student self-assessment, recognitions and awards, student performances, and other indicators identified by the cabinet or team.

Further, the team will examine and reflect on its contribution to the improvement of student learning annually.

*(4) The means by which all parties will be held accountable for the decisions which they share in making.*

- p. 5 Team members are accountable for:
- making the best possible educational decisions after seeking, listening to, and weighing all viewpoints.
  - both reporting and supporting decisions.
  - publishing, posting, and making minutes and agendas available.
  - reporting to the Board of Education as requested or as needed.

*(5) The process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level.*

- p. 5 All teams work collaboratively to develop plans and strategies to achieve stated goals. Plans, actions, steps, and decisions are determined by consensus. If a team is unable to reach consensus, it may seek outside support. If a team is still unable to reach consensus, the superintendent will assist the team in its process and, when necessary, make the decision.

*(6) The manner in which all State and Federal requirements for the involvement of parents in planning and decision-making will be coordinated with and met by the overall plan.*

- p. 5 Various federal and state programs (Title 1, PCEN, etc.) require parental involvement. These programs and participation are separate from this plan.

Teams will comply with all federal and state laws and regulations and acknowledge the statutory authority of the local Board of Education.

*APPENDIX B*

**1999**

Changes were made to Page 6, COORDINATION AND PLANNING BUILDING TEAMS

Membership:

Middle School - Changed Number of Parents from 2-3 to 2-4 (double underlined)

High School - Changed Number of Students from 1-3 to 1-4 (double underlined)

*APPENDIX C*

**2001-2002**

Change was made to Page 4, TEAMS AND THEIR FUNCTIONS

Building Teams (All Levels)

(Added) Emergency Response Teams