

Considerations for Local Implementation

This section is provided to assist educators in deciding how they may wish to revise local district and campus planning and decision making processes to make them more effective. Also, these ideas may assist committees during their ongoing implementation. First, this section contains suggestions pertaining to committee membership, some optional considerations regarding local policies and procedures governing the make-up of district and campus level committees, and suggested procedures for establishing effective communications channels. Following those suggestions are several sets of questions to assist committees in addressing the areas of budgeting, curriculum, staffing patterns, and school organization. Finally, this section provides educators with questions that may be considered with respect to the development of the student code of conduct, the appraisal process and criteria, waivers, and staff development.

Reviewing Committee Membership Policies

The professional staff serving on decision-making committees must be nominated and elected by other professional staff members. At least two-thirds of the elected professional staff must be classroom teachers. There is no state-designated ratio of professional staff versus non-staff members. Local policy defines how the other members (e.g., parents, community, and business representatives) are selected. Statute does not prohibit boards from establishing policies for means of receiving input from others, including students or paraprofessional staff, in planning and decision making at the district or campus level [TEC § 11.251 (g)(2)].

Local policies and administrative procedures must be developed and adopted to clarify the specific manner in which committees are structured. Procedures for the roles and responsibilities of the committees must be established by the administration, consistent with board policy, with the active involvement of the district level committee (TEC §11.251).

Size of the Committee

As was indicated earlier, the committees must be comprised of elected professional staff and other members, including parents, community, and business representatives. Two-thirds of the elected professional staff must be classroom teachers. The professional staff must also include district-level staff. (This does not necessarily mean “central office” staff. District-level staff may be any professional staff member who is not assigned to one particular campus.) Although statute does not specify any certain ratio of professional staff to non-staff members, local districts may consider specifying such a ratio, if desired.

It is important to develop a system for election and selection of members that is both logical and streamlined. The focus should be on creating a representation of members that allows for effective consideration of student performance needs. Other considerations (e.g., representing the community’s diversity and providing linkage between campus and district committees) may tend to increase the size of the committee.

Representing Diversity

It is suggested that the board and administration give careful consideration to the policies and procedures for the selection of parents, community, and business representatives. Although statute requires that community and business members represent the community's diversity, it is suggested that parents also be selected to reflect the diverse needs of the student population. Consideration should also be given to gender as well as economic, cultural, racial, language, and geographic diversity.

With respect to election procedures for professional staff, many options are available. At-large elections may be the simplest procedure. However, at-large elections may not address adequate representation of all student populations. In considering balanced representation of all segments of the staff, some districts provide for "places" within the elective structure so that committee membership represents grade levels, instructional departments, or teaching teams within campuses. It is also possible to designate a specific elected position to represent professional staff with expertise in serving special needs populations. Setting such structures in place may facilitate widespread staff input into committee decision-making processes and thorough feedback to all staff. However, the "downside" to such an elaborate structure may be increasing the size of the committee beyond the parameters for maintaining effective problem solving.

To establish the district-level committee, some districts adopt policies that require election of professional staff from among those elected to serve on campus committees. Local policy may also provide that the district professionals represent elementary, middle, and high school level professional staff. The advantages to these procedures include possibly a more streamlined election procedure and the provision of built-in mechanisms for ensuring that district and campus plans are mutually supportive, as required by state statute (TEC §11.251). The disadvantages may be that certain specific professionals expend what may be perceived as unacceptably high amounts of time involved in committee activities and/or that the district-level committee becomes expanded to an unwieldy size.

Since the plans must address the needs of students receiving special education services, it is highly recommended that local procedures ensure representation of both staff and parents knowledgeable of the needs of this population.

Selection and Training of New Members

It is useful to consider a policy that provides for staggered terms of service for committee members. Such a provision may ensure the stability of the committee's decision making over time. Whether staggered terms are used or not, it is probably wise to engage in team-building activities whenever new members join a committee.

Potential non-professional staff candidates may be solicited through newsletters distributed broadly to all appropriate community and business entities. Announcements of the request for candidates may be advertised in the local newspaper with a description of the expected responsibilities and the recommended qualifications of committee members. Nominees may be solicited from parent and teacher organizations or associations, the Chamber of Commerce, and other local businesses and community organizations. It may be useful to establish a panel of reviewers to interview and recommend candidates to the district and campus committees or the board and administration. At the campus level, new legislation requires plans to "provide for

a program to encourage parental involvement.” A critical first step in addressing this requirement is to ensure that a balanced, diverse group of parent representatives is included in the campus-level committee membership.

The timing of election and selection of new members is worthy of consideration. Some districts may wish to conduct elections in the fall at the start of a new school year (on a traditional school calendar). Others may decide to hold elections in the spring so that committees may meet during the summer to review performance data, revise objectives and strategies to address identified needs, and make recommendations for budget priorities to the board of trustees prior to the adoption of the budget. Campuses that have year-round calendars may identify other strategic points for elections.

Other important questions may be posed regarding the selection of committee members. For example:

- Is there a way for potential members to demonstrate the ability and commitment to regularly attend committee meetings?
- Is there a method for non-staff members to effectively communicate with the constituents they represent?
- Are all potential members willing to participate in team training with the committee?

Many considerations are available for structuring the membership of committees. It is recommended that primary considerations be those aspects that strengthen the committees' abilities to improve student performance. The size, diversity, and broad representation of committees are critical factors impacting their effectiveness in problem solving for the improvement of instructional quality.

Options for Including District Level Staff in Campus Committees

Some districts have raised concerns about the logistical feasibility of including district level professional staff in all campus committee meetings because meetings on several campuses may be held on the same day and time. Clearly, local district policy and procedures will need to address these issues in creative ways. A number of options may be considered. For example, an elected district staff person may need to meet with various campus committees on a rotating basis. He or she may review agendas and meeting minutes when missing some meetings due to schedule conflicts.

Alternatively, a district may request that campuses schedule meetings on different weekdays or at different times of the day (e.g., prior to classes, mid-day, or after classes). Another option may be to hold cluster meetings where several committees (e.g., within “feeder” patterns) hold joint meetings periodically to discuss instructional issues that are of common concern and determine effective coordinated methods of achieving improved academic results. It is important to locally define what the term “district level” may include. It does not have to be limited to “central office” staff but may be locally defined to include all professional staff that have responsibilities beyond service to one particular campus.

Communication with All Stakeholders

In accordance with TEC Section 11.252(e), district policy and 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 district-level committee. Under TEC §11.252(e), the district level committee must hold at least one public meeting per year. The purposes of the public meeting are to discuss the performance of the district with respect to the district performance report received from the Texas Education Agency and to discuss the district performance objectives. Under TEC §11.253(g) a similar requirement exists for campus level committees to hold at least one public meeting per year to discuss campus performance and objectives.

Communication of proposed plans to all stakeholders prior to final board approval is critical to achieving strong, broad-based support for implementation of district and campus plans. Some input is implicit due to requirements for annual public disclosure of district and campus performance reports, performance objectives, and accountability ratings. However, these requirements may not be sufficient to build full understanding of the resource implications for the community. Some districts and campuses appoint only two mainstream, traditional school supporters to each campus committee. In such cases, it is not surprising when other parents not involved in review and discussion of new strategies and materials object to innovative instructional methods and carry their concerns to the local school board for redress.

A variety of approaches may be used to ensure that communications are in place to positively impact student performance. Questions related to committee communications include the following:

- Do campus programs encouraging parental involvement include involvement in campus planning and decision-making efforts?
- Are brochures or copies of the excerpts of state law pertaining to the membership, roles, and functions of district- and campus-level planning and decision-making committees provided to the public? Are these documents given to interested persons in attendance at school board meetings and made available through the local chamber of commerce, churches, and other community organizations?
- Are school newsletters, local newspapers, or other general communication methods used to remind constituents of the names of their committee representatives?
- Are regularly scheduled meetings set at times that are feasible for both staff and non-staff members to attend?
- Does the district publicly post locations, dates, times, and agendas of all meetings of the district- and campus-level committees prior to the actual meetings? Are the notices posted in prominent places in school lobbies, public libraries, and other commonly used public community buildings? Are the notices early enough to allow sufficient time for constituents to attend?
- Do parent and teacher organizations or associations establish multiple ways to network, such as “phone trees” for reminding parents of scheduled committee meetings?

- Is there a mechanism provided to ensure that input is received from all segments of each campus faculty?
- Are methods provided by which constituents (e.g., community members, parents, and business representatives) may communicate their ideas and suggestions to committee members?
- Are committee members informing their constituents about the recommendations of the committees and by what means are they doing so?
- Are minutes provided in a timely manner indicating committee recommendations and future discussion items to school staff through administrative channels?
- Are summaries of committee deliberations provided to parents, and business representatives upon request?

Methods for developing systematic communications vary from community to community depending on the size of the population, geographic constraints, and availability of public channels of communications. It is the responsibility of the board and administration to ensure that effective communications channels are established in policy and procedures.

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. Questions that superintendents, principals, and committees may wish to consider with respect to budgeting are as follows:

- What are the best timelines to align our planning processes with the building and adoption of the budget so that recommendations may be taken to the board for adequate resources to address the planning priorities and strategies?
- What type of training do committee members need to be sufficiently familiar with the local budget process to provide effective recommendations?

- What conditions, if any, are associated with the use of different funding sources, e.g., state and/or federal funds for special education, Title I, state compensatory education, and bilingual education? What conditions are associated with the use of state funds for technology or the establishment of alternative programs?
- Are state compensatory education funds budgeted to supplement the regular education program?
- How may state and federal funds be coordinated to support school improvement efforts?
- How are funds apportioned for use by campuses at the elementary, middle school, or high school levels? Do the methods differ? If so, how?
- What, if any, specific funds are available for piloting innovative programs? What, if any, conditions or constraints are associated with such funds?
- How can budgetary allocations be shifted, if desired, and used for different purposes (e.g., using funds allocated for personnel salaries to buy materials or equipment)?

These questions are only a sample of the types of issues committees may be interested in addressing. As committee members become more experienced and knowledgeable, other possibilities will emerge.

For a detailed guide to site-based budgeting, please refer to the [Financial Accountability System Resource Guide](http://www.tea.state.tx.us/school.finance/audit/resguide11/sbdm) at <http://www.tea.state.tx.us/school.finance/audit/resguide11/sbdm>

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. At the middle school level, committees may grapple with innovative approaches for creating thematic units and integrating instruction across disciplines. 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 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. A few questions that may assist committees include:

- Are we using adequate and appropriate assessments to determine whether our curriculum structure and instructional strategies are meeting the needs of all students, including students in special education programs?
- In what ways are we ensuring alignment of the curriculum across grade levels and campuses and across traditional and alternative programs?
- How does the curriculum build the district's capacity to effectively assist students with special needs, e.g., language minority students, migrant students, students with disabilities, gifted and talented students, and students in at-risk situations?
- Are there innovative ways to address the areas in which student performance is not yet at an exemplary level?
- Are effective strategies in place to ensure that students accomplish transitions successfully from preschool to elementary, elementary to middle school, middle school to high school, alternative to regular campuses, and high school to post-secondary work and study?
- Is our curriculum structured in a way that allows each student to progress at the pace that will result in maximum performance for each individual?
- Does the curriculum have the capacity to effectively assist migrant students or students with other special learning needs?
- Are there more effective ways to structure the curriculum and/or instructional strategies so that students with disabilities may be included appropriately and successfully in regular classes with adequate consultative support to the regular classroom teacher?
- How may we best incorporate instructional technology in each classroom to augment the general instructional program and to assist individual students to accelerate their rates of learning?

More questions may be generated pertaining to specific levels and subject areas. It is essential for curriculum discussions to be linked to the assessed needs of students; the targeted campus performance objectives; and local, state, and federal regulations governing districts and campuses.

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. A few general questions pertaining to this area are:

- How can we ensure that our staffing patterns allow for effective flow of communications across teams for planning purposes?
- Are our instructional schedules structured to maximize use of available instructional specialists such as bilingual teachers and teachers endorsed in English as a Second Language?
- Are our staffing patterns designed to make effective use of instructional technology?
- Are the staffing positions funded from state compensatory education supplemental to the regular education program?
- Are our staffing patterns organized for the convenience of staff or to ensure that all student needs are met in the most effective ways?
- What kinds of training may be needed if a committee participates in the hiring process?
- How do external factors (such as transportation, food services, or extracurricular events) affect staffing patterns and/or instructional schedules? How can these factors be more effectively addressed?
- Do our staffing patterns provide for reasonable opportunities for parent conferences and for teaming to strategize effective behavioral interventions for individual students?
- Are the staffing patterns equitable for all teams and for meeting the needs of all student groups?

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

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.

Sample questions that may be addressed pertaining to school organization are:

- Is the organization designed to enhance the success of all children with regard to student groupings, promotion/retention procedures, scheduling of classes, etc.?
- Does this organization link effectively with available external sources of support (e.g., for access of instructional media or to ensure clear communication with law enforcement and human services agencies)?
- Is there a clear and easy way for new staff members to understand our school's formal and informal organizational structures to easily access all available resources?
- What procedures are in place to ensure effective coordination among special programs and regular programs?
- Are the parents and community members aware of the school's organizational structure?
- Do students understand the campus structure and how to get appropriate assistance within the organization?
- Is the organizational structure designed to react quickly and efficiently in a crisis situation?
- Do all staff members have equitable access to the resources available within the school's organizational structure?

Questions about the organizational structure may extend beyond the instructional functions of the campus. Typically, a secondary campus is a microcosm of a community. It may serve a number of functions beyond providing instruction. The extracurricular and support functions available in schools are often the keys to keeping students in at-risk situations from dropping out.

Appraisal

A school district may choose to use the process and criteria for appraisal of teachers adopted by the commissioner of education. A district also has the option to establish an appraisal process and performance criteria for teachers other than those adopted by the commissioner. If the district does choose to adopt a local appraisal process, both the process and criteria must be developed by the district and campus level planning and decision-making committees. 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.

The following questions may be useful to consider:

- Has a decision been made by the local board of trustees to authorize the development and recommendation of a local appraisal process?
- Have adequate procedures, time, and resources been allocated by the district to allow for appropriate input, training, development, review, validation, adoption, and phase-in for the new process?
- Are the requirements as prescribed by TEC §21.352 clearly understood by the board of trustees and by those who will be involved in developing the appraisal process?
- Have those involved in developing the process reviewed the standards, including the teacher proficiencies, by which the state appraisal process will be approved? Have they reviewed models from other school districts that have developed local appraisal plans?
- Have the requirements of TEC §21.352 relating to the local appraisal process and TEC §21.203 relating to annual evaluations of term contract employees been included in appraisal procedures as appropriate?

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. Questions that may be useful to consider with respect to this process are as follows:

- How will the committee obtain input and support from the school's community in establishing the standards for student conduct?
- Do campus improvement plans include goals and methods for violence prevention and intervention on campus as mandated by TEC §11.253 (d)(8)?
- Does staff development include training in 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? [TEC §21.451 (a)(1)]
- What specific circumstances, beyond those outlined in state statute, would justify removal of a student from a classroom, campus, or alternative education program?
- Are each of the criterion for disciplinary intervention sufficiently serious to include, considering the burden of paperwork and notification of parents required under state law for such removal and considering the long-term impact on students?
- Is the district in a county large enough (i.e., with a population greater than 125,000) to require the development of a memorandum of understanding (MOU) with the juvenile justice board? If not, would it be useful to develop an MOU so that sufficient procedures and

programs are in place to ensure that all students who engage in serious offenses will be appropriately served?

- Would it be appropriate to provide an in-school suspension program for any or all of the district's campuses?
- Under what conditions should a principal be authorized or required to transfer a student to an alternative education program?
- How can we most effectively and efficiently provide separate educational services for students who have engaged in violent behavior or serious offenses?
- What specific circumstances, within the limits of state statute, would justify suspension or expulsion of a student?
- If an MOU were established with a juvenile justice board, what would be the conditions on payments from the district to the juvenile justice board? What facilities would be used?
- If an MOU is established with a juvenile justice board, would the district or juvenile justice board hire the instructional staff and administration? Which entity would provide the instructional equipment, instructional materials, and transportation?

Depending on whether the district develops an MOU with one or more juvenile justice boards, a number of additional questions may be posed.

Waivers

Applications for campus or district waivers submitted to the commissioner for approval must include written comments from the campus or district level planning and decision making committee. The applications must include a written plan approved by the board of trustees that states the achievement objectives and inhibitions imposed on accomplishment of objectives by existing requirements (TEC 7.056). The primary impetus for approving waivers should be the positive impact a waiver is intended to have on student performance.

It is expected that campus/district level committees will provide written comments reflecting an understanding and commitment to the implementation of changes that will favorably influence achievement for all students.

Questions that may be useful to consider with respect to this process are as follows:

- Is the waiver request integrally related to the campus or district improvement plan?
- Did the appropriate planning and decision-making committee actively participate in an informed discussion of the waiver?
- Were the comments from the appropriate campus or district planning and decision-making committee collaboratively developed?
- Does the waiver application state the time period that the waiver will be effective? Is that period three years or less?

- Does the waiver request indicate specifically how the waiver will positively impact student performance?
- Are measurable indicators and expected results addressed in the waiver request?

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). The sample questions below are simply starting points for exploration. It is expected that campus committees will develop numerous additional issues and ideas to augment the primary considerations provided in this resource guide.

Questions that may be useful to consider with respect to this process are as follows:

- Does the staff development involve reflection on curricular and instructional issues, analysis of student achievement results, and reflection on the means of increasing student achievement?
- What are the areas requiring improved instruction skills and methods as indicated on the campus needs assessment?
- Which student groups are in greatest need of improvement? Is there an indication that staff members may need development with respect to effective interventions with specific groups (e.g., by gender, cultural differences, language differences, etc.)?
- Is there a need for staff development of diagnostic and assessment skills to augment the analysis of Academic Excellence Indicator System (AEIS) data?
- Are there specific areas of need for staff development related to the performance of special needs populations (e.g., early childhood education, migrant students, students with limited English proficiency, or students with disabilities)?
- Does staff development include the areas required by state law, i.e., 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?
- Does staff development include activities that enable the campus staff to plan together to enhance existing skills, to share effective strategies, and to practice new methods?
- Is there need for staff development to foster meaningful involvement of parents and other stakeholders?
- What are effective ways in which the committee may study research, encourage individual or action research, or convene study teams?

- Are staff development opportunities provided for all staff members to appropriately implement site-based decision-making and campus planning procedures?
- Are opportunities available for staff members to engage in peer coaching, workshops, seminars, or conferences that assist them to improve student achievement?
- What policies and procedures are in place to provide for the approval of staff development by the campus-level committees?
- What areas of need have been identified through an analysis of student performance of each group of students served by the campus?
- Are there disparities in the level of experience and instructional skills among staff? Would staff mentors, team-teaching, and instructional modeling be useful?
- If there is a large gap in performance among students of different ethnicity, could the staff benefit from training on cultural awareness or on instructional methods that have demonstrated success with diverse student populations?
- If local assessments have been adopted for students exempted from the TAKS, are all staff members familiar with the essential knowledge and skills assessed by the instruments?
- If the campus receives Title I funds, have staff members been oriented to the federal requirements associated with such funding?
- Do data on disciplinary incidences and/or factors related to dropouts indicate a need for training in effective behavior management techniques?
- Are all instructional staff sufficiently trained to make full, effective use of available instructional technology?
- If instructional aides and/or volunteers are used, do they have a need for orientation or training with respect to school policies and procedures, instructional methods, and/or behavior management techniques?

Local Evaluation of Effectiveness of Planning and Decision Making

The purpose of the local self-evaluation is to ensure that policies, procedures, and staff development are effectively structured to positively impact student performance. Districts must conduct self-evaluation every two years. The ultimate measure of the effectiveness of planning and decision-making is its impact on student performance. The perception of district and campus stakeholders is also important in the evaluation of planning and decision-making effectiveness.

In evaluating effectiveness, survey forms and structured interviews may be used. Issues may also be assigned to teams in order to develop consensus based responses. There is no one “best” way. Local districts and campuses may devise other more useful methods to guide revisions of their policies and procedures. However, the self-evaluation should encompass an

assessment of the effectiveness of staff development provisions pertaining to planning and decision-making processes.

Questions that may be useful with respect to staff development include the following: *(Districts and campuses are encouraged to develop additional questions based on the local factors influencing the committees' impact on student performance.)*

- Have all new staff members received training on district or campus level planning and decision making policies, administrative procedures, roles, and responsibilities?
- When surveyed, what areas of staff development do staff members indicate as priorities in regards to: Effective Decision Making, Curriculum, Budgeting, School Organization, or Staffing Patterns?
- When surveyed, what areas of staff development do community members indicate as priorities in regards to: Effective Decision Making, Curriculum, Budgeting, School Organization, or Staffing Patterns?
- Is there a need for the development of committee member skills in problem solving, conflict resolution, or team building?

Several key questions addressing the review of policies and procedures are as follows:

- What sections of existing policy are compatible with current law?
- Do those policy sections work effectively to focus district and campus committees on student performance?
- Do the provisions for community and business representatives ensure that the diversity of the community is effectively represented at both the district and the campus levels?

Additional questions may be posed to provide direction for modification of policies and procedures, such as:

- How is the board's role defined with respect to the district- and campus-level planning and decision-making process?
- Does the board have periodic opportunities to review the progress of the district in accomplishing the strategies needed to attain the educational goals and performance objectives?
- Is input from students and/or paraprofessionals solicited by the district and/or campus committees?
- Do procedures provide for committees to meet on a regular basis and to consult with the principal, board, or board's designee on a periodic basis?
- Does the district committee's role include establishing and reviewing the district's educational plan, goals, performance objectives, and major instructional programs and the

areas of budgeting, curriculum, staffing patterns, staff development, and school organization?

- Is an administrative procedure provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members with respect to planning and decision-making responsibilities?
- Did the existing district-level committee have input in the development of these procedures?
- How do operational procedures ensure that district and campus plans are mutually supportive to accomplish identified objectives?
- Do policies and procedures for planning and decision making provide for input from staff who have special knowledge and expertise with respect to all student populations, including those who are disabled, limited English proficient, migrant, and in early childhood and accelerated education (Title I federal) programs?
- How will committees address state goals and objectives outlined in statute?
- How do policies and procedures for systematic communications measures ensure that broad-based community, parent, and staff input is obtained and recommendations of committees are shared with constituents in a timely manner?