

**BRUNSWICK CENTRAL SCHOOL DISTRICT
(BRITTONKILL)
SHARED DECISION-MAKING PLAN
REVISED: OCTOBER 2009**

TABLE OF CONTENTS

INTRODUCTION

Brittonkill Shared Decision-Making Plan
Part 100.11 of the Commissioner's Regulation
Limitations of Decision-Making
Brittonkill Shared Decision-Making Plan Review Committee

CHARGE STATEMENTS

Statement #1

The manner and extent of expected involvement of all parties.

Statement #2

The educational issues that will be subjected to cooperative planning and shared decision-making at the building level.

Statement #3

The means and standards by which all parties shall evaluate improvement in student achievement.

Statement #4

The means and standards by which all parties will be held accountable for the decisions they are making.

Statement #5

The process whereby disputes presented by the participating parties about the education issues being decided will be resolved at the local level.

Statement #6

The manner in which all state and federal requirements for the involvement of parties in planning and decision-making will be coordinated.

STAKEHOLDER GROUP ENDORSEMENTS

STATEMENT OF ASSURANCE

EDUCATIONAL ISSUES ADDENDUM

- Curriculum Addenda
- Accountability Addenda
- Budgeting/Funding Addenda
- Parent Involvement Addenda
- School Climate Addenda
- Communication Addenda
- Student Needs Addenda
- Assessment Addenda
- Staffing/Personnel Addenda-Time Addenda
- Policy Making Addenda
- Staff/Community Addenda

**BRUNSWICK CENTRAL SCHOOL DISTRICT
(BRITTONKILL)**

**SHARED DECISION-MAKING PLAN
REVISED: OCTOBER 2009**

INTRODUCTION

Brittonkill Shared Decision-Making Plan

The Brunswick Central School District, also known as Brittonkill, is committed to shared decision-making, using local and school community involvement, for the purpose of improving student performance in each of the schools in the district. In the fall of 1991, Brittonkill began its involvement in a process known as Strategic Planning, whereby it sought to develop both a vision of the future and recommendations of activities for reaching the vision. A plan was written, involving the participation of board members, administrators, teachers, support staff, parents and students. This plan was adopted by the Board of Education at their meeting on August 11, 1992.

By planning to improve the educational performance of all students, the shared decision-making process will assist in realizing our district mission. The goals set forth in the Profile of a Tamarac Graduate, as well as our own District mission:

The mission of the Brittonkill Central School District, a district with a rural heritage and a tradition of focusing on what is best for children, is to guarantee a quality education and graduates with skills, attitudes, knowledge, and strength of character required to excel and face the challenges of a rapidly-changing world by meeting the individual needs of students and providing access to the creative resources of our unique, nurturing community, resulting in positive, enlightened contributors to society.

The process by which the Strategic Plan and the Mission Statement were developed integrates the goals of the district with those of part 100.11 of the Commissioner's regulations.

In May 1992, the New York State Board of Regents adopted Commissioner's Regulation 100.11 requiring that every school district in the state adopt a district plan by February 1994. The following is taken from the New York State Education Department's website:

http://www.emsc.nysed.gov/ppd/SharedDecisionMaking/section100_11.html

Regulations of the Commissioner of Education

100.11 Participation of parents and teachers in school-based planning and shared decision making.

(a) Purpose. The purpose of school-based planning and shared decision making shall be to improve the educational performance of all students in the school, regardless of such factors as socioeconomic status, race, sex, language background, or disability.

(b) By February 1, 1994, each public school district board of education and each board of cooperative educational services (BOCES) shall develop and adopt a district plan for the participation by teachers and parents with administrators and school board members in school-based planning and shared decision making. Such district plan shall be developed in collaboration with a committee composed of the superintendent of schools, administrators selected by the district's administrative bargaining organization(s), teachers selected by the teachers' collective bargaining organization(s), and parents (not employed by the district or a collective bargaining organization representing teachers or administrators in the district) selected by school-related parent organizations, provided that those portions of the district plan that provide for participation of teachers or administrators in school-based planning and shared decision making may be developed through collective negotiations between the board of education or BOCES and local collective bargaining organizations representing administrators and teachers. In the City School District of the City of New York, the superintendent of each community school district, of each district that reports directly to the Chancellor and of each high school superintendency shall develop such district plan in collaboration with a committee composed of administrators selected by the district's administrative bargaining organization(s), teachers selected by the teachers' collective bargaining organization(s), and parents (not employed by the district or a collective bargaining organization representing teachers or administrators in the district) selected by school-related parent organizations. Members of community school boards may be members of such committees. For the purpose of this subdivision, "school-related parent organization" means a nonprofit organization of parents of children attending the schools of the school district whose purposes include the promotion of parental involvement in public education and that is chartered or incorporated under the laws of New York, or is affiliated with a statewide or regional parent organization that is so chartered or incorporated, or is an unincorporated association authorized to do business under an assumed name in New York. In districts in which teachers or administrators are not represented by a collective bargaining organization or there are no school-related parent organizations, teachers, administrators and/or parents shall be selected by their peers in the manner prescribed by the board of education or BOCES to participate in the development of such district plan. In the City School District of the City of New York, the superintendent of each community school district, of each district that reports directly to the Chancellor and of each high school superintendency shall develop a plan in the manner prescribed by this subdivision, and each such plan shall be incorporated into a plan by the central board of education, which plan shall comply with this section.

(c) The plan for participation in school-based planning and shared decision making shall specify: the educational issues which will be subject to cooperative planning and shared decision making at the building level by teachers, parents, administrators, and at the discretion of the board of education or BOCES, other parties such as students, school district support staff, and community members;

the manner and extent of the expected involvement of all parties;

the means and standards by which all parties shall evaluate improvement in student achievement;

the means by which all parties will be held accountable for the decisions which they share in making;

the process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level; and

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.

(d)(1) The district's plan shall be adopted by the board of education or BOCES at a public meeting after consultation with and full participation by the designated representatives of the administrators, teachers, and parents, and after seeking endorsement of the plan by such designated representatives. In the City School District of the City of New York, each plan shall be approved by the superintendent pursuant to subdivision (b) of this section after consultation with and full participation by the designated representatives of the administrators, teachers and parents, and after consultation with the members of the board of education of the community school district, and after seeking endorsement of the plan by such designated representatives.

The plan shall be made available to the public. Each board of education or BOCES shall file such plan with the district superintendent or, in the case of city school districts having a population of 125,000 inhabitants or more or a BOCES, with the commissioner within 30 days of adoption.

(2) Each board of education or BOCES shall submit its district plan to the commissioner for approval within 30 days of adoption of the plan. The commissioner shall approve such district plan upon a finding that it complies with the requirements of this section and makes provision for effective participation of parents, teachers, and administrators in school-based planning and decision making.

(e)(1) In the event that the board of education or BOCES fails to provide for consultation with, and full participation of, all parties in the development of the plan as required by subdivisions (b) and (d) of this section, the aggrieved party or parties may commence an appeal to the commissioner pursuant to section 310 of the Education Law. Such an appeal may be instituted prior to final adoption of the district plan and shall be instituted no later than 30 days after final adoption of the district plan by the board of education or BOCES.

(2) Any aggrieved party who participated in the development of the district plan may also appeal to the commissioner pursuant to section 310 of the Education Law from action of the board of education or BOCES in adopting, amending, or recertifying the plan. The grounds for such an appeal may include, but shall not be limited to, noncompliance with any requirement of subdivision © of this section and failure to provide within the district plan for meaningful participation in school-based planning and shared decision making within the intent of this section.

(f) The district's "Plan for the Participation by Teachers and Parents in School-based Planning and Shared Decision Making" shall be reviewed biennially by the board of education or BOCES in accordance with subdivision (b) of this section. Any amendment or recertification of a plan shall be developed and adopted in the manner prescribed by subdivision (b) and paragraphs (d)(1) and (2) of this section. The amended plan or recertification of the previous plan, together with a statement of the plan's success in achieving its objectives, shall be filed with the district superintendent where applicable, and submitted to the commissioner for approval no later than February 1st of each year in which such biennial review takes place, commencing with February 1, 1996, except that in the City School District of the City of New York, the central board of education shall submit any biennial review required during the 1999-2000 school year by September 1, 2000.

(g) Notwithstanding the provisions of subdivisions (b) through (f) of this section, where a district has implemented a plan for participation in school-based planning and shared decision making as of February 1, 1994 through its excellence and accountability pilot district program, such district shall not be required to develop a new district plan pursuant to this section.

(h) A school district or BOCES which has developed or implemented a plan for participation of teachers and/or administrators in school-based decision making as the result of a collective bargaining agreement between the board of education or BOCES and local collective bargaining organizations representing teachers and/or administrators shall incorporate such negotiated plan as a part of the district plan required by this section. The board of education or BOCES shall develop the remainder of the district plan, including the portion relating to parental involvement, in the manner prescribed by subdivision (b) of this section.

Limitations on Decision-Making

The decisions and recommendations of shared decision-making teams may have far-reaching effects, but teams also have the same limitations as individual decision-makers in the district and to recognize that their decisions are recommendations to the Board of Education and do not supersede education law or duties of the Superintendent or restrict administrative responsibilities. In order to coordinate team activities and ensure consistency with the existing structures:

- 1) Decisions and actions of the Shared Decision-Making Teams cannot supersede provisions of an existing collective bargaining agreement or bypass the grievance process available under and existing agreement.
- 2) Decisions and actions of the Shared Decision-Making Teams cannot violate federal, state, or district mandates.
- 3) Decisions and actions of the Shared Decision-Making Teams should be consistent with current research and understanding of best practice.
- 4) Decisions and actions of the Shared Decision-Making Teams cannot commit another department, unit, or school to some action without their prior knowledge and involvement.
- 5) Decisions and actions of the Shared Decision-Making Teams should demonstrate respect for academic freedom of individuals in the school community.
- 6) Decisions which may have implications beyond the building level should be considered by the building teams, but the teams should recognize that the proposed resolutions are only recommendations.
- 7) Decisions and actions of the teams should be consistent with the intent of the Brittonkill Shared Decision-Making Plan.

Brittonkill Shared Decision-Making Planning Team

In accordance with the Commissioner’s Regulation 100.11, the Brittonkill Central School District created the Brittonkill District Educational Planning Team for the purpose of recommending to the Board of Education a district plan for the implementation of shared decision-making at each building in the district. The District later created the Brittonkill District Shared Decision-Making Plan Review Committee for the purpose of reviewing and updating the document in accordance with the Commissioner's Regulation for Biennial Review.

The 2009 Review Committee consisted of:

Richard Pogue	Secondary Principal
Karen Lederman	Elementary Principal
Mary Leathem	Tamarac Secondary Teacher
Sharon Lewandowski	Tamarac Secondary Teacher
Edward Peck	Tamarac Secondary Teacher
Mary Beth Becker	Tamarac Secondary Teacher
Aaron Thiell	Tamarac Elementary Teacher
Mary McNeice	Tamarac Elementary Teacher
Debra Lawrence	Parent

Charge Statement #1

“The manner and extent of expected involvement of all parties.”

The Brunswick Central School District has two school sites: Tamarac Elementary School and Tamarac Secondary School. There are three shared decision-making teams: Grades K-5, Grades 6-8, and Grades 9-12 (unless otherwise noted). Each team will have a team consisting of the following core members:

Composition of Tamarac Elementary School Team, Grades Pre-K-5

- The building principal is a full participant. S/he convenes the team.
- Six Brittonkill Teachers’ Association (BTA) members, selected by teacher vote and approved by the Teachers’ Association Executive Board, are full participants.
- One senior citizen (over 55) may be a full participant.
- Three parents, one of whom is a member of the PTSA, are full participants.
- One CSEA (support staff) member is a full participant.
- One teaching assistant is a full participant.

Composition of the Tamarac Secondary School Team, Grades 6-8

- The building principal is a full participant. S/he convenes the team.
- Four Brittonkill Teachers' Association (BTA) members, selected by teacher vote and approved by the Teachers' Association Executive Board, are full participants.
- One senior citizen (over 55) may be a full participant.
- Three parents, one of whom is a member of the PTSA, are full participants.
- One CSEA (support staff) member is a full participant.
- One teaching assistant is a full participant.

Composition of Tamarac Secondary School Team, Grades 9-12

- The building principal is a full participant. S/he convenes the team.
- Five Brittonkill Teachers' Association (BTA) members, selected by teacher vote and approved by the Teachers' Association Executive Board, are full participants.
- One senior citizen (over 55) may be a full participant.
- Three parents, one of whom is a member of the PTSA, are full participants.
- One CSEA (support staff) member is a full participant.
- One teaching assistant is a full participant.

Composition of Tamarac Secondary School Team, Grades 6-12

At the secondary level, the teams may decide to combine the 6-8 and 9-12 shared decision-making teams into one. This vote will take place each year at the last scheduled shared decision-making meeting(s). It should be understood that there will two (2) teams unless both groups decide by majority vote that they wish to combine into one.

- The building principal is a full participant. S/he convenes the team.
- Seven Brittonkill Teachers' Association (BTA) members, selected by teacher vote and approved by the Teachers' Association Executive Board, are full participants.
- One senior citizen (over 55) may be a full participant.

- Three parents, one of whom is a member of the PTSA, are full participants.
- One CSEA (support staff) member is a full participant.
- One teaching assistant is a full participant.

Sub-committees may be used to increase constituent involvement and to focus efforts on a particular goal. If people outside of the group are to be involved in sub-committee work or to attend the shared decision-making meetings, a team vote is necessary.

Terms of service begin on September 1 for all teams.

The terms of service for each member (other than the building principal) shall be two years. After two years, each member may be re-elected to his/her position on the team.

The Shared Decision-Making Team members will determine by majority vote the facilitator of the team. The facilitator will determine the agenda for each meeting.

The Shared Decision-Making Team members will determine whether or not to expand the team to include additional members (eg. students, additional teachers, community members, etc.)

Community members will be chosen by a process determined by all other members of each school's team but shall not be an employee of the Brittonkill Central School District.

The Shared Decision-Making Teams shall be able to meet and forward recommendations to the Board of Education with a 2/3 quorum.

CHARGE STATEMENT #2

“The educational issues that will be subjected to cooperative planning and shared decision-making at the building level.”

The planning team identified the following eleven areas which will be subject to cooperative planning and shared decision-making in each building's shared decision-making team.

1. Curriculum

The curriculum is examined, developed, implemented and/or improved to assist each individual in reaching his/her potential in conjunction with the annual Board of Education approved District Priorities.

Examples:

- a) Outcomes
- b) Preparation for the future

- c) Real life work experiences
- d) Increased course offerings
- e) Academic expectations
- f) See “Curriculum Addenda” for complete list.

2. Accountability

Each member of the school community, as defined by Commissioner’s Regulation 100.11, shall take responsibility for the educational program so that each student will be afforded the opportunity to achieve his/her highest level of academic excellence.

Examples:

- a) Evaluation
- b) Graduation requirements
- c) Support services
- d) Student responsibility
- e) Parent accountability
- f) Discipline
- g) See “Accountability Addenda” for complete list.

3. Budget/Funding

In order to prepare our students for the future, long-term budget planning is essential. Annual budgets need to be driven by curriculum needs as outlined in the Board of Education approved District Priorities.

Examples:

- a) School partnerships
- b) Staffing
- c) Class size
- d) Staff development
- e) Resources for interdisciplinary projects
- f) Funding for alternative learning
- g) In-service opportunities
- h) District growth
- i) See “Budget/Funding Addenda” for complete list.

4. Parent Involvement

The building teams shall consider the manner in which parents will actively participate in the school, and in which the school will be involved in the community.

Examples:

- a) Reporting to parents
- b) Utilizing community resources
- c) Public relations
- d) Transition from each building
- e) Community service
- f) See “Parent Involvement Addenda” for complete list.

5. School Climate

The building team shall promote an environment that offers a safe, stimulating, and positive experience to all involved in the learning process.

Examples:

- a) Climate
- b) Health and safety
- c) Discipline
- d) Alternative learning
- e) Identifying at-risk students
- f) Facilities and equipment
- g) Technology
- h) See “School Climate Addenda” for complete list.

6. Communication

On-going, honest communication is an integral component in our educational environment.

Examples:

- a) Communication between buildings
- b) Communication with parents
- c) Communication with Board of Education
- d) Public relations
- e) Team management system
- f) Shared decision-making
- g) See “Communication Addenda” for complete list.

7. Student Needs

The building teams shall help assess, develop, and support programs to enhance student learning and performance in and around the school community. Their main goal will be to optimize student achievement and accountability.

Examples:

- a) Optimizing student achievement
- b) Sensitivity to diversity
- c) Accountability of students
- d) Inclusion
- e) Identifying at-risk students
- f) See “Student Needs Addenda” for complete list.

8. Assessment

In order to determine actual academic achievement of our students, a variety of assessment measures will be employed.

Examples:

- a) Establish academic and behavioral expectations
- b) Outcomes
- c) Communicating assessments to parents
- d) Portfolio assessment
- e) See “Assessment Addenda” for complete list.

9. Staffing/Personnel/Time

The building teams will address those issues which enable teaching and support staff to be more effective in delivering educational programming to students.

Examples:

- a) Class size
- b) Adequate staffing
- c) Opportunities for staff development
- d) Health and safety
- e) Use of community resources
- f) Creative scheduling
- g) Transition meeting time
- h) Time-budgeting skills for students
- i) Time for business and industry partnership
- j) See “Staffing/Personnel/Time Addenda” for complete list.

10. Policy Making

In developing district policy, true shared decision-making requires carefully formulated input by members of the building team or teams so affected.

Examples:

- a) Staff involvement
- b) Student involvement
- c) Parent involvement
- d) Community involvement
- e) See “Policy Making Addenda” for complete list.

11. Staff/Community Education

The unique role that the school district plays as a focal point of this community shall be recognized and encouraged.

Examples:

- a) Adult education
- b) School partnerships
- c) Career opportunities
- d) See “Staff/Community Education Addenda” for complete list.

CHARGE STATEMENT #3:

“The means and standards by which all parties shall evaluate improvement in student achievement.”

On an annual basis, building teams will review current methods of assessing student achievement as well as the means utilized for reporting of results to parents and students.

Examples:

- a) Parent/Child/Teacher conferences
- b) Performance based on assessments (oral presentations, projects, interviews, performances, state assessments)
- c) Surveys to parents and post-high school students to gain input on achievement and curriculum
- d) Portfolios

CHARGE STATEMENT #4:

“The means and standards by which all parties will be held accountable for the decisions they are making.”

The members of the site-based management team are accountable for their decisions. With the exercise of decision-making comes responsibility. One such responsibility is the need

for those participating in this process at each school to be accountable to students in that school, as well as to their constituent groups, residents of the school district, the administration, and the Board of Education.

Building team members are each responsible to their personal constituency and to the committee itself for the implementation of the plan:

Responsibility of the committee:

- Commits to the responsibility of committee membership
- Attends meetings consistently and on time
- Is knowledgeable about agenda
- Brings input/issues from constituents
- Communicates openly and honestly
- Takes information back to constituency
- Takes an active role in committee tasks
- Serves as an active listener
- Represents constituents, not personal agenda

Responsibility to Personal Constituency:

- Teachers and teaching assistants are responsible to the Teachers' Association to get input regularly and to communicate decisions and information in a timely manner.
- Principals are responsible to the superintendent, the Board of Education, and the Administrators' Association, and they should get input and share information regularly.
- Support staff members are responsible to the CSEA and should get input and share information regularly.
- Parents are responsible to the PTSA and to parents at large and should communicate information by newsletter and informational meetings.
- Students are responsible to the members of the student body and will communicate through the student newspaper or newsletters and the Student Senate. Students should get input and share information regularly.
- Community members are responsible to the community at large and should get input and share information regularly.

Implementation of the Brittonkill Shared Decision-Making Plan will include:

- Short and long-term goals
- Setting time frames

- Written commitment from the Board of Education and superintendent for support of any plan or project
- Arranging for funding within the annual budget
- An evaluation component
- Regular review of what has been done toward the implementation of the plan

CHARGE STATEMENT #5

“The process whereby disputes presented by the participating parties about the education issues being decided will be resolved at the local level.”

Consensus is a process which insures that every individual has involvement in a decision; it requires everyone’s participation through listening, sharing, and trusting. Consensus is reached when a decision is one that each individual can live with, even if it is not the first preference, and a decision which all agree to support and promote, not sabotage.

The building-level team operates by consensus. When consensus cannot be reached, any one or combination of the following may be used:

- Review, redefine, and clarify the problem.
- Table issues temporarily.
- Team member serves as mediator.
- Assign sub-committee to gather more information and/or conduct research.
- Consult outside resource who is an expert on the topic.
- Consult outside resource who is an expert on the consensus process.
- Members may be asked to re-state commitment to the goals of the building team and will work to find a common ground.
- Begin again to explore alternatives.

CHARGE STATEMENT #6:

“The manner in which all state and federal requirements for the involvement of parties in planning and decision-making will be coordinated.”

The building teams will assure that parents are involved in the planning, implementation, and evaluation of all programs funded through the state and/or federal programs listed below.

All decisions made by the building teams on any educational issue shall also take into consideration the resources, instructional, and programmatic needs of students served by these state and/or federal programs to assure a coherent, integrated continuity of service.

The state and/or federal programs include:

1. Title I

- a) Programs must be designed and implemented with teachers and administrators.
- b) Parents must be involved in the planning, designing and implementation of programs.

2. Title II

Parents, teachers, and administrators must be consulted before the application is submitted.

Educational Issues Addendum

Curriculum Addenda

Annual Board of Education approved District Priorities Profile of a Tamarac Graduate Instructional Program Review teams Reading and writing Interdisciplinary projects Career opportunities Business and community partnerships Preparation for life after high school Character education Tolerance and diversity Alternative learning Advanced placement courses College credit-bearing courses Enrichment opportunities Increasing technology/innovations	State guidelines Optimizing district communication Retention policy Optimizing student achievement Questar III Vocational Education (Vo-tec) Support services Administrative support for programs Opportunity for staff development Class size Graduation requirements Maximizing use of volunteers Adequate staffing Scheduling Professional development opportunities
--	--

Accountability Addenda

Student accountability Reporting to parents Discipline Retention policy Staff, student, and parent involvement in district policies Legal support Public relations Health and safety	Staffing Financial accountability Resource allocation Optimizing student achievement Inclusion Shared decision-making Safe environment NYS Standards and Assessments
---	---

Budgeting/Funding Addenda

Site-based budgeting Alternative funding Maintaining strong programs in the arts Team time Course offerings Technology Team management Field trips Structure of the secondary school Public relations Adequate staffing Volunteers	Administrative support for programs Optimizing student achievement Counseling services Facilities and equipment Community resources Support services Questar III/Vocational Educ. (Vo-tec) Class size Recruitment of staff Assessment tools Health and safety Staff development
---	--

Parent Involvement Addenda

Volunteers Recruitment/Selection of administrators and staff Discipline policy School climate Public relations Community involvement in district policies Optimizing student achievement Facilities/Equipment Enrichment opportunities Student accountability Retention policy	Parent-Teacher conferences Parent accountability Parent communication Parent membership on committees Parents' understanding of their children's learning styles Funding for school programs Parents attending and supporting school events Promoting physical activity/Promoting "Healthy Schools" Real life work experience Character education
--	--

School Climate Addenda

Optimizing student achievement Public relations Tolerance and diversity Meeting social/emotional needs Staff involvement Adequate staffing Administrative support for programs Interaction between district schools Class size Supervision/Evaluation of staff	Volunteers Scheduling Student accountability Behavioral expectations Mutual respect Parent-Teacher communication Character education Mentoring program Utilizing community resources Health and safety
---	---

Communication Addenda

Transitions between buildings Identifying at-risk students Training for teams Parent-Teacher conferences Staff development Team time Communicating health issues	Communicating with respect Clarification of the District Priorities Class size Communicating with businesses Communication of expectations Public relations
--	--

Student Needs Addenda

Positive and Productive Climate Health and safety Discipline Public relations Meeting social/emotional needs Staff involvement Adequate staffing Administrative support for programs Interaction between schools State curriculum guidelines Class size Volunteers Questar III/Vocational education (Vo-tec) Scheduling Homogeneous vs. heterogeneous grouping Alternative learning Structure of the secondary school Scheduling flexibility Differentiated instruction Optimizing student achievement Reporting to parents Accountability Technology	Support services Evaluation Enrichment opportunities Involvement in policy-making Advanced placement College credit-bearing courses Graduation requirements Tolerance and diversity Retention Equipment Professional development Opportunities for staff development Maximizing use of volunteers Adequate staffing Schedule Evaluation of staff Fine arts School climate Reaching Academic and Personal Potential (RAPP) Mentoring Academic Intervention Services (AIS) Response to Intervention (RTI)
---	--

Assessment Addenda

Alternative student assessments Assessing students' learning styles Identifying at-risk students Educational/State assessments Psychological/Social assessments	Placement in honors/accelerated programs Academic Intervention Services (AIS) Response to Intervention (RTI) Reaching Academic and Personal Potential (RAPP)
---	---

Staffing/Personnel—Time Addenda

Optimizing student achievement Class size Recruitment and retention of staff Staff responsibilities Curriculum Support services Utilizing talents of support staff Staff morale Recruitment and retention of administrators Supervision/Evaluation of staff Use of volunteers Public relations Professional development Staff involvement in district policy-making	Administrative support School climate Schedule Team time Interdisciplinary projects Flexibility in scheduling for students Scheduling Communication between district schools Academic Intervention Services (AIS) Reaching Academic and Personal Potential (RAPP) Response to Intervention (RTI) Shared decision-making Team management Re-structuring of schools
--	--

Policy-making Addenda

Retention policy Graduation requirements Communication with parents Means and methods of evaluation Optimizing student achievement Health and safety Student accountability	Discipline Class size Questar III/Vocational Education (Vo-tec) admission policy Technology Chaperoning Supervision Extra-curricular activities
---	--

Staff/Community Addenda

Training volunteers/chaperones Career opportunities Parental involvement Public relations	Character education Health and safety Communication Continuing Education
--	---