

EAST GREENBUSH
CENTRAL SCHOOL DISTRICT



Committee for Curriculum Studies
Organizational Guidelines
And
Program Review Handbook

2015

COMMITTEE FOR CURRICULUM STUDY (CCS)

INTRODUCTION

During the 1993-94 school year, the East Greenbush Central School District's curriculum management efforts resulted in reorganization of the Committee for Curriculum Study (CCS). These efforts included the development of an organizational model that would be reflective of the various constituencies comprising the total educational community-teachers, administrators, community members, and students. Included in that organizational model, were procedures to formalize the function of CCS as a committee. Also, the curriculum management process was developed. Since the committee's inception, by-laws and procedures have evolved in response to changes in state mandates and district structure.

ORGANIZATIONAL STRUCTURE

MEMBERSHIP

The Committee for Curriculum Study (CCS) shall be made up of approximately 40 members whose terms will be for one year with the option to continue to serve on CCS beyond that, if desired.

EXECUTIVE BOARD

Assistant Superintendent for Curriculum and Instruction
Treasurer
Secretary

SUBCOMMITTEES

Subcommittees will be established each year in accordance with *CCS Five-Year Program Review Plan*. The composition of a subcommittee will be representative of teachers, administrators and Board of Education members. The subcommittee facilitator will be a member of CCS and preferably a curriculum director or department chair. The Assistant Superintendent will assign subcommittee facilitators if needed. Ad-hoc subcommittees may also be formed to review topics of interest pending a majority vote of CCS.

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COMMITTEE OF CURRICULUM STUDY (CCS)

Committee By-Laws

Article I **Name of the Organization**

The name of the organization is the Committee for Curriculum Study (CCS).

Article II **Purpose of the Organization**

The Committee for Curriculum Study serves in an advisory capacity to the Superintendent of Schools on matters of curriculum development, maintenance, review and evaluation.

Article III **Membership**

The Committee for Curriculum Study shall be comprised of the following members:

Executive Board

- Curriculum Development Treasurer
- Assistant Superintendent for Curriculum and Instruction

Membership

- One teacher representative and one alternate from each K-5 building in the school district
- Three teacher representatives from Goff Middle School and one building alternate
- Four teacher representatives from Columbia High School and one building alternate
- One building administrator from each instructional level (K-5, 6-8, 9-12)
- Two members of the Board of Education (pursuant to Board of Education's Reorganization Meeting- no more than four Board members total)
- Department Chairpersons of English, Foreign Language, Mathematics, Social Studies, Science, Career and Technical Education, Art, Music, Guidance, Physical Education, Reading, CAP, Special Education
- Three Directors (number of Directors is related to district personnel assignments)
 - Special Education
 - Health, Athletics, and Physical Education
 - Technology
- One community member
- Assistant Superintendent for Personnel and Professional Development
- One East Greenbush Teachers' Association representative (The EGTA representative is not to serve in any other capacity in order to focus on the association's interests in the curriculum management process.)

Article IV **Meeting Quorum**

A quorum shall consist of the majority of the recognized voting membership i.e. one more than half. If a member holds two or more positions on the committee such as a department chairperson and member of the Executive Board, the total CCS membership would be reduced by one.

Article V Meeting Protocol

The business of the committee shall be conducted according to a modified (informal) form of Roberts' Rules of Order (Scott, Foresman, 1981). Refer to Robert Rules at a Glance.

All meetings will end at 5:00 p.m. unless two-thirds vote favors continuing committee business.

The committee shall follow the practices and procedures found in the *Organizational and Curriculum Review Guidelines Booklet* regarding the curriculum management process.

Article VI Voting

Each member of the committee shall have one vote. Alternates vote only in the absence of a representative. Motions shall be passed or defeated by a simple majority of the members present. All votes will be by raised hand of recognized members. A role call vote will be used under special circumstances such as in the expenditure of funds, or amending the by-laws. The role of the alternate is to assure that in the event a member is absent from a meeting, the constituency retains its vote through the alternate.

Article VII Meeting Attendance

A member who misses three consecutive meetings without contacting the Assistant Superintendent for Curriculum and Instruction and/or sending the alternate shall be considered to have vacated his/her seat on CCS. The alternate should attend all meetings for continuity on CCS issues.

Article VIII Amending the By Laws

A written draft to amend the By-Laws should be presented to the full body of the Committee for Curriculum Study for consideration. Two roll call votes at two consecutive meetings are necessary to adopt a change to the By-Laws.

COMMITTEE FOR CURRICULUM STUDY (CCS)

Roles and Responsibilities

During the school year 2003-04, CCS formed a subcommittee to address the role and responsibilities of CCS. Listed below is the culmination of the subcommittees work.

CCS Operations

- CCS is the primary committee for curriculum development and implementation.
- The Assistant Superintendent for Curriculum and Instruction will keep the Board of Education informed about the status of program reviews.

Program Reviews

- Building administrators should serve as co-chairs of program review committees for departments not represented by a department chairperson.
- A building administrator should serve as an active member on every program review committee.
- Additional building administrators should be called in as ad-hoc members when a particular aspect of a program review requires review and feedback of building administrators.
- Updates on program reviews in process should be given K-12 Principal's meetings.
- Monthly reports are to be presented in sections following the program review report format as they are completed e.g. mission statement, needs assessment, and goals. Each section, as it is presented, is to be voted on for endorsement by CCS.

East Greenbush Central School District
COMMITTEE FOR CURRICULUM STUDY (CCS)

FIVE-YEAR PROGRAM REVIEW PLAN

2014-2015	2015-2016	2016 - 2017
<i>English Language Arts</i> <i>Music</i> <i>Science</i>	<i>Athletics</i> <i>Alternative Education</i> <i>Library</i>	<i>Foreign Language</i> <i>Career and Technical Education</i> <i>STEM</i>

2017-2018	2018-2019
<i>Art</i> <i>Health</i> <i>Social Studies</i> <i>Mathematics</i>	<i>Physical Education</i> <i>Special Education and Related Services</i> <i>Academic Intervention Services</i>

Overview of the Program Review Process

To ensure that programs of instruction are meeting the needs of students, the district's Committee for Curriculum Study (CCS) has established a five-year cycle of planned program review of existing curricular areas and pupil personnel service delivery systems. Subcommittees will be established for each of the areas to be reviewed in any respective year. Their composition will reflect adequate and appropriate grade level and building level representation to conduct the review. In most cases, department chairs will serve as facilitators of the subcommittees. Whenever possible, parents and Board of Education members should be represented on subcommittees. The result of the program review process is a five-year plan, to be submitted to CCS.

Timeline

The intent of CCS is that the program review process can be completed in the course of one school year. It is frequently the case, however, that subcommittees identify issues and needs that are more complex than originally predicted. In such cases, subcommittees may request an extension of this timeline.

Subcommittee Membership and Responsibility

Subcommittees should include adequate grade level and building representation to gain a comprehensive view of the program. Other vested parties (i.e. administrators, community members, etc.) should be included whenever appropriate. Subcommittees typically meet once a month, with additional scheduled work sessions.

- Administrators should serve as co-chairs of program reviews for departments without curriculum specialists or department chairs.
- If a building administrator is not needed as co-chair, then a building administrator should serve as an active member on every program review committee.
- Additional building administrators should be called in as ad-hoc members when a particular aspect of a program review requires review and feedback of building administrators.

Role of Department Chair/Facilitator

The facilitator (most often the Department Chair) is responsible for recruiting the subcommittee members, scheduling meetings, and distributing materials. In addition, this person is expected to attend monthly CCS meetings to report on the progress of the program review, and to meet periodically with the Assistant Superintendent for Curriculum and Instruction.

Progress Reports

In addition to the regular monthly reports to CCS, each subcommittee typically makes one presentation to the Board of Education, one during the review and one upon completion of the five-year report. The BOE presentation is the first shared with CCS for review and endorsement. Subcommittees will present components of their work (i.e. mission statement, goals, survey, etc.) for CCS endorsement as they are generated. It is the responsibility of the subcommittee members to report frequently to the constituency groups they represent, and to accurately report any concerns, questions, or feedback.

- At K-12 Principal's meetings, updates on program reviews in process should be given.
- Monthly reports to CCS need to be focused and informative. Program review reports should be presented in sections and approved in sections e.g. mission statement, needs assessment, goals.
- It is recommended that monthly progress reports be emailed to the CCS chairperson and the Assistant Superintendent for Curriculum and Instruction prior to the CCS meeting.

Resources and Budget

Part of the CCS budget is targeted for areas under program review. These areas receive priority when considering requests for professional development, release time, etc. Any perceived needs should be discussed with the Assistant Superintendent for Curriculum and Instruction.

Steps in the Program Review Process

Subcommittees should convene early in the year to familiarize themselves with the program review process and to outline activities for the year. No two program reviews are identical; the purpose is to best present areas of strength, areas of concern, recommendations for improvement and long-range goals. Most reviews do have certain components in common, however, suggestions for approaching these steps and models of past products are included in the following pages.

Keep in mind, each step of the program review process should be presented to CCS upon its completion. This information should be incorporated into the monthly report to the whole CCS committee by the subcommittee chair.

Anyone presenting a report of proposal to CCS should follow the steps listed below:

1. CCS approval of sections of the program review as they are completed.
2. Subcommittee approval of final program review report.
3. Review proposal/report with Assistant Superintendent for Curriculum and Instruction.
4. Share report with building principals.
5. Subcommittee chair makes all appropriate changes to the program review report and then contacts the CCS chair for placement on a CCS agenda.
6. Provide copies of proposal/report to members of CCS at least one (1) week in advance of meeting. No action can be taken on items of business brought to CCS without provision of advanced copies.
7. Be prepared to answer questions and provide back-up documentation for proposals and reports.
8. Additional review by central administration may require further documentation and justification.

Important Note: Endorsement by CCS is the first step in the process. Approval by the Board of Education is needed for implementation.

Mission Statement

The mission of the East Greenbush Central School District, in compliance with the NYS and Common Core learning standards, is to teach comprehensive, data-driven curricula designed to graduate literate citizens who, as problem solvers and analytical thinkers, become respectful and positive contributors to the community and world. All students, regardless of ability levels, will demonstrate coherent oral and written expression with high levels of creative and reflective thinking necessary for 21st century college and career readiness.

Program Goals

Often, subcommittees delineate goals as further clarification of the mission statement. These *should* be linked to quantitative and qualitative data and on needs assessment measure.

Goals should be written in a SMART goal format.

Attainment of SMART goals should form the basis for the five year plan of action.

Needs Assessment

The needs assessment clearly identifies areas of strength and weakness. It is useful to generate a list of perceived strengths and weaknesses as a starting point. When generating this list, it is important to consider each of the following:

- Mission or philosophy statement
- The goals that the committee has established in the areas of curriculum, assessment, staff development and materials
- New York State Learning Standards, curriculum, frameworks and appropriate scopes and sequences
- Student performance indicators
- District initiatives and Board of Education goals that impact the program
- Implementation of current technology into program area

It is critical that strengths and weaknesses be clearly documented with observable and/or measurable data and focus on student results.

Examples of data:

- Student test results
- Enrollment in courses
- Use of services by clientele
- Advanced placement testing results
- Job and college placement
- Survey of clientele and/or comparable districts
- Compliance with NYS Standards

It is important to choose means of verification for the needs assessment according to the goals and perceived strengths and weaknesses. In other words, subcommittees must consider what information they wish to verify before choosing the type of data they will use. Listed below are some recommendations and supporting data from previous program reviews. Perceived areas of strength and weaknesses should be supported by the data. This often changes the focus of a program review of necessitates revision of goals.

Recommendations with Supporting Data

Generally, for each identified weakness, there should be a corresponding recommendation.

Recommendation: Remediation at earlier grade levels

Supporting Data:

- Test results indicating that all children exhibiting difficulty in primary grades do not currently qualify for remedial service
- Faculty survey results

Recommendation: Develop user policies for Internet

Supporting Data:

- Review of district technology proposal
- Review of best practices from professional journals and organizations
- Visits to other districts

Recommendation: Update social studies textbooks

Supporting Data:

- Textbook survey to identify oldest books
- Review of new State expectations

SMART GOAL SETTING WORKSHEET

1. **Specific (and strategic):** *Linked to a position summary, the mission of the district, and strategic plans associated with the BOE Goals, and building and department goals and answers the question WHO and WHAT.*
2. **Measureable:** *Success is able to be measured and answers the question HOW.*
3. **Attainable:** *Goals are realistic and may be achieved in a specific amount of time they are reasonable.*
4. **Relevant (results oriented):** *The goals are aligned with current New York State Education Department Initiatives, student performance outcomes and BOE and District strategic plans and goals.*
5. **Time framed:** *Goals have a clearly defined time-frame including a target or deadline date.*

GOALWORKSHEET

SPECIFIC (WHO and WHAT)	
MEASUREMENT and ASSESSMENT (HOW)	
ATTAINABLE/ ACHIEVEMENT (REASONABLE)	
RELEVANT (EXPECTED RESULTS)	
TIMED/ (BY WHEN)	

Final Program Review Report

Upon completion of a program review for a targeted area, the designated subcommittee will prepare and submit a written report to CCS reflective of long-range planning that follows the format designated below.

1. Listing of the subcommittee membership.
2. Mission Statement.
3. Data analysis and needs assessment.
4. Program goals (should consider the areas of curriculum, assessment, staff development and materials for the curricular area).
5. SMART goals and objectives established as a result of the needs assessment that establish a five-year scheme for accomplishment are laid out to include the following information:
 - Objectives (Specific)
 - Specific, measurable, attainable, realistic, time bound
 - Time Frame for Completion of Activities
 - Person(s) Responsible for Accomplishing Activity
 - Budget Necessary to Accomplish Activity

Summary statement that describes any objectives that may have been accomplished during the course of the program review period and next steps.

6. Final program review report that will be reviewed by building faculty, department faculty and the K-12 building principals before finally being presented to CCS for endorsement.
7. Curriculum writing to address a pressing curriculum need.

Program review process checklist must be attached to the final program review report (Appendix D).

Curriculum Writing

Sometimes a subcommittee will discover a pressing curriculum need before the completion of the entire program review process. In such cases, it is permissible to submit proposals for curriculum writing to CCS. This process most frequently occurs during the spring months, with most projects completed during the summer.

If curriculum writing is part of the five-year plan, proposals must be submitted according to the same process. This process is repeated at least once a year, and proposals are funded according to specified criteria. Curriculum writing projects arising out of program reviews are among those given priority consideration.

Specific criteria and forms necessary for submission of a curriculum writing proposals are included on the next few pages.

Note: Sample copies of completed program reviews may be obtained from the Office of the Assistant Superintendent for Curriculum and Instruction or the Department Chairperson.

East Greenbush Central School District

Committee for Curriculum Study (CCS)

MONTHLY CALENDAR OF EVENTS

<i>JULY</i>	Vacation
<i>AUGUST</i>	Plan CCS presentation to new teachers at the orientation meeting Discuss tentative Board of Education program review presentation schedule
<i>SEPTEMBER</i>	Finalize membership CCS Chair meets with department chairs involved in program reviews to go over program review procedures Summer curriculum writing presentations New course proposal form distributed Textbook proposal form distributed
<i>OCTOBER</i>	Summer curriculum writing presentations New course proposals presented Presentation of new textbooks (if needed)
<i>NOVEMBER</i>	Summer curriculum writing presentations New course proposals presented Presentation of new textbooks (if needed)
<i>DECEMBER</i>	Complete listing of new course proposals Complete listing of proposed new textbooks
<i>JANUARY</i>	CCS endorsed textbook requests to the board of education
<i>FEBRUARY</i>	Distribute application for summer curriculum writing
<i>MARCH</i>	All summer curriculum writing proposals due (exact due date to be determined annually)
<i>APRIL</i>	Approve curriculum writing proposals Notify project managers
<i>MAY</i>	Review/endorse any needed textbooks Form nominating committee for officers and members Review five-year cycle Notify individuals responsible for overseeing upcoming program reviews
<i>JUNE</i>	Obtain members for upcoming school year Submit new course proposal forms to schedule for upcoming year

East Greenbush Central School District

Committee for Curriculum Study (CCS)

CURRICULUM/PROGRAM DEVELOPMENT

Project Manager: _____

Project Title: _____

Date: _____

BUDGET DESCRIPTION

- 1. **Writer Costs** \$ _____
- 2. **Typist Cost** \$ _____
- 3. **Supplies (estimated total cost)** \$ _____
- 4. **Cost of project (1 + 2 + 3)** \$ _____

Prepared by: _____ Date: _____

School/Department: _____

Building Principal's Signature: _____

Department Chair's Signature: _____

This application must have attached a written narrative that includes information in each of the categories listed below. Please refer to the description on the back of this form that serves as a guideline for this narrative.

- Statement of need
- Implementation
- Project Manager
- Budget
- Purpose of project
- Evaluation
- Goals and objectives
- Connection to the NYS Learning Standards
- Correlation between project and increase in student achievement

FOR OFFICE USE ONLY

Project: [] **Approved** [] **Disapproved**

Date: _____ Budget Amount Approved: \$ _____

Committee for Curriculum Study (CCS)

OUTLINE FOR CURRICULUM DEVELOPMENT PROPOSALS

Proposals for curriculum development/writing should contain the following elements and follow this format:

1. ***Statement of Need:*** A brief comparison or contrast between the current state of the curriculum in this area and the desired state. In short, what need is this proposal seeking to fill and how was that need determined.
2. ***Rationale of Proposal:*** A succinct explanation of how the proposal enhances, modifies, or updates existing curriculum; how it would define curriculum where no definition now exists; or how it would integrate curricula that are now independent. The explanation should identify the district goals and objectives that this proposal would help accomplish.
3. ***Goals and Objectives:*** A listing or brief statement of the broad curricular goals and objectives that the proposal will accomplish written in observable or measurable terms.
4. ***Implementation:*** Describe how the curriculum project will be disseminated to staff and how they will be oriented to its content and use.
5. ***Evaluation:*** Describe how the curriculum project will be evaluated; be sure to include student performance data in the plan. Also, provide a timeline to indicate when measurement would be conducted and when results will be reported. All curriculum projects are considered “pilots” and as such, need to be assessed in terms of the established goals and objectives for which they were designed.
6. ***Cost of the Project:*** The number of writers, the number of hours for each (or the total number of hours needed), the number of hours of typist services and cost of supplies should be estimated as a project budget. Also, attach a worksheet that shows how final costs were determined.
7. ***Project Manager:*** Identify the person who will be responsible for the project’s completion. It may be that project managers will be asked to make presentations of their proposal to CCS for the purposes of clarity to answer specific questions about its curricular implications and to consider budget modifications, if necessary. The funding of curriculum development will be determined through the district’s budget development process.

East Greenbush Central School District

Committee for Curriculum Study (CCS)

PROGRAM REVIEW PROCESS CHECKLIST

Title of Program Review: _____

Subcommittee Chairperson: _____

Subcommittee Members: _____

Start Date: _____ Date Completed: _____

Date of Board of Education Presentation: _____

TIME LINE CHART

Steps in Program Review Process	Date Presented to CCS	Date Endorsed by CCS
1. Data Analysis and Needs Assessment		
2. Needs Assessment		
3. Program Goals and Objectives – SMART Goals		
4. Five-Year Plan		
5. Assistant Superintendent’s Review		
6. Building Principal’s Endorsement		
7. Final Program Review Presentation to CCS		
8. Superintendent’s Endorsement		

East Greenbush Central School District

Committee for Curriculum Study (CCS)

SUMMER CURRICULUM PROJECT RATING SHEET

Curriculum Project	Program Review (5 year plan)	NYS Mandate	BOE Goal	Other

Note: As you review the curriculum writing presentations, please make notes under the appropriate columns indicating whether the proposal is strong or weak for that area and any other appropriate comments.

East Greenbush Central School District

Textbook Evaluation Form

Teacher's Name _____ School _____

Title of Text _____ Author _____

Grade _____ Publisher _____

Date _____ Copyright Date _____

Please circle the appropriate number following each item.
 #1 - Often/to a large degree
 #3 - Rarely/minimally

I. CONTENT

- | | | | |
|---|---|---|---|
| 1. The text promotes the objectives of the course of study/syllabus. | 1 | 2 | 3 |
| 2. The text presents accurate information and reflects recent research and scholarship. | 1 | 2 | 3 |
| 3. The text is suited to the pupils: grade level, reading level, interest level, cultural experience. | 1 | 2 | 3 |
| 4. The text gives adequate treatment to the role of women and minority groups. | 1 | 2 | 3 |
| 5. The text gives adequate treatment to the changing patterns of family life. | 1 | 2 | 3 |
| 6. The text is free of any stereotypical views of any group. | 1 | 2 | 3 |
| 7. The text is non-denominational. | 1 | 2 | 3 |
| 8. The text presents controversial issues in a manner that recognizes divergent opinions. | 1 | 2 | 3 |
| 9. The text promotes the development of students' critical thinking-skills. | 1 | 2 | 3 |
| 10. The text presents different ethnic groups in a manner to promote the recognition of diversity in our society. | 1 | 2 | 3 |

II. ORGANIZATION

1. The table of contents and index are complete and arranged so that information is easily found.	1	2	3
2. The glossary gives pronunciation and meaning of unusual and difficult words.	1	2	3
3. Charts, maps, tables, graphs, and illustrations are clearly and colorfully presented.	1	2	3
4. Where appropriate, there are thought-provoking summaries and reviews at the end of each unit.	1	2	3
5. The suggested activities foster further development of knowledge (content), skills, process, attitudes.	1	2	3

III. TECHNICAL QUALITY

1. Illustrations are artistic, attractive, well-located on a page, and suitable in type for the grade.	1	2	3
2. Binding is sturdy to withstand normal handling.	1	2	3
3. Material is presented with consideration of the varied learning styles of students.	1	2	3
4. Print size is appropriate for grade level.	1	2	3
5. There is a wide range of supplementary materials available.	1	2	3

IV. OVERALL EVALUATION OF TEXT

#1 Excellent, #3 Poor

1	2	3
---	---	---

V. I RECOMMEND WE ASK FOR A PUBLISHER DEMONSTRATION.

YES	NO
-----	----

VI. I RECOMMEND WE ADOPT THIS TEXT.

YES	NO
-----	----

Comments: _____

East Greenbush Central School District

Textbook Proposal Form

School Year: _____

Prepared By: _____

SUBJECT	GRADE	NEW ADOPTION		TEXT TITLE/ PUBLISHER (DATE)	# OF COPIES	COST PER BOOK	TOTAL COST ANTICIPATED
		YES	NO				

Committee for Curriculum Study (CCS)

NEW COURSE PROPOSAL FORM

Course Name: _____

Department: _____

Endorsements: (List names of Directors, Principals, Chairs, Building Curriculum Specialist, Teachers endorsing the proposal below)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Abstract Course Outline: _____

Background Information/Identification of Need: (Include appropriate student, teacher, parent survey results) _____

Rationale for Proposal: (Program Review, Five Year Plan, BOE Goals, etc.) _____

Course Goals and Objectives: _____

Anticipated Impact: (Include courses to be supplanted, changes in sequences, SED mandates, etc.)

Identify Needs for Implementation: (FTE's, supplies, equipment, teacher in-service, specialized rooms, etc.)_____

Resources Presently Available to Support Proposal:_____

Additional Resources Needed: (Include funding sources and budget impact)_____

Design or Model to Evaluate Course Effectiveness: (The design must align with rationale)_____

FOR DISTRICT OFFICE USE ONLY

Reviewed by Assistant Superintendent_____

Reviewed by K-12 Building Principals_____

Reviewed by Department Chairs_____

Presented to CCS_____

Endorsed by CCS_____

East Greenbush Central School District

Committee for Curriculum Study (CCS)

PARLIAMENTARY PROCEDURE AND AGENDA FORMAT FOR MEETINGS

All truly organized groups have one thing in common: they are run by parliamentary procedure. This is a system of rules for organizing and conducting the formal business of groups. It's designed to be orderly, fair, and efficient. It also encourages cooperation. The rules of the system are described in a well-known book called Robert's Rules of Order. Knowing the basics of parliamentary procedure will help you be a more effective group member.

Step 1: Call to Order

The Chair of the group calls the meeting to order. If a quorum or majority of the membership is present, the meeting proceeds.

Step 2: Approval of Minutes

The Chair calls for a motion to approve the minutes. The Chair asks, "Are there any additions to the minutes of the last meeting?" Any committee member can make an addition. They should be noted as an addition to the minutes from the previous meeting.

Step 3: Curriculum Treasurer's Report

The Chair asks the treasurer to give a monthly status report.

Step 4: New Business

The Chair next asks each subcommittee for a progress report. The head of each subcommittee gives a status report on the subcommittee's progress and what still needs to be done.

Step 5: Old Business

The Chair addresses items from previous meetings needing to be finalized.

Step 6: New Business

The Chair should ask if there is any new business. New business consists primarily of future plans for the group. For CCS, new business includes subcommittee reports on program reviews.

Step 7: Professional Development

The Assistant Superintendent for Personnel and Professional Development makes a monthly status report.

Step 8: Adjournment

Finally, the chair ends the meeting by calling for a motion to adjourn. When the motion is seconded and agreed upon by the members, the meeting is adjourned.

ROBERTS RULES AT A GLANCE

<u>Type of Motion</u>	<u>Purpose</u>	<u>Second Required</u>	<u>Debatable</u>	<u>Amendable</u>	<u>Required Vote</u>	<u>May Interrupt a Speaker</u>
Main motion	To introduce business	Yes	Yes	Yes	Majority	No
Postpone indefinitely	To suppress action	Yes	Yes	No	Majority	No
To amend	To modify a motion		Yes	Yes	Majority	No
To amend an amendment	To modify an amendment		Yes	No	Majority	No
To refer to a committee	For further study	Yes	Yes	Yes	Majority	Yes
To postpone to a certain time	To defer action	Yes	Yes	Yes	Majority	Yes
To limit or extend debate	To modify freedom of debate	Yes	Yes	Yes	2/3 Majority	No
Previous question	To force immediate vote	Yes	No	No	2/3 Majority	No
To lay on the table	To defer action	Yes	No	No	Majority	No
To take from the table	To consider tabled motion	Yes	No	No	Majority	No
To reconsider	To consider a defeated motion again	Yes	Yes	No	Majority	No
To rescind	To repeal previous action	Yes	Yes	Yes	2/3 Majority	No
To suspend the rules	To take action contrary to standing rules	Yes	No	No	2/3 Majority	No
Leave to modify or withdraw a motion	To modify or withdraw a motion	No	No	No	Majority	No

<u>Type of Motion</u>	<u>Purpose</u>	<u>Second Required</u>	<u>Debatable</u>	<u>Amendable</u>	<u>Required Vote</u>	<u>May Interrupt a Speaker</u>
To divide a motion	To consider its parts separately	Yes	No	No	2/3 Majority	Yes
Object to the consideration of a question	To suppress action	No	No	No	2/3 Majority	Yes
Rise to a point of order or parliamentary procedure	To correct a parliamentary error or ask	No	No	No	Decision of Chair	Yes
Appeal a decision of the chair	To reverse the decision of the chairman	Yes	No	No	Majority	Yes
Call for the orders of the day	To force consideration of a postponed motion	No	No	No	Decision of Chair	Yes
Rise to a question of privilege	To make a personal request during debate	No	No	No	Decision of Chair	Yes
To recess	To dismiss the meeting for a specific Length of time	Yes	Yes	Yes	Majority	No
Adjourn	To end the meeting	Yes	No	Yes	Majority	No