EAST GREENBUSH
CENTRAL SCHOOL DISTRICT

Committee for Curriculum Studies

Organizational Guidelines

And

Program Review Handbook

November 2018

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 48 members whose terms will be for one year with the option to continue to serve on CCS beyond that, if desired. These members shall consist of the Assistant Superintendent of Curriculum, Board of Education members, Building Administrators, Department Chairpersons, Grade Level Content Coordinators, Teacher Representatives from each building, and a Community Member.

The Assistant Superintendent for Curriculum and Instruction will create each agenda and chair the committee meetings. A designated committee member will serve as Secretary and compile the minutes of each meeting.

SUBCOMMITTEES
- Subcommittees will be established each year in accordance with CCS Five-Year Program Review Plan. Members of CCS may be asked to participate in various subcommittees to review topics of interest pending a majority vote of CCS when appropriate, and the Assistant Superintendent may assign subcommittee facilitators.

TABLE OF CONTENTS

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 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 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
- Ten K-8 **Grade level Content Coordinators**
- **Director of Technology**
- **Director of Human Resources**
- **Director of Pupil Personnel Services**
- **Director of Health, Athletics, and Physical Education**
- One **community member**
- Assistant Superintendent for Curriculum and Instruction
- 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, 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 *Robert's Rules of Order*, Newly Revised (Policy #2352). Refer to Robert Rules at a Glance.

All meetings will end no later than 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 roll call vote will be used under special circumstances such as in the expenditure of funds, or amending the bylaws. 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 Bylaws

A written draft to amend the Bylaws 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.

Roles and Responsibilities

During the 2003-2004 academic year, CCS formed a subcommittee to address the role and responsibilities of CCS. Listed below is the culmination of the subcommittee's work.

CCS Operations

- CCS is the primary committee for *curriculum development* and *implementation*.
- The Assistant Superintendent for Curriculum and Instruction will keep the Superintendent of Schools and Board of Education informed about the status of all Program Reviews.
- All completed Program Reviews that have been endorsed by CCS will be presented to the Superintendent of Schools for his/her review. Pending the Superintendent's review the Program Review will either be presented to the Board of Education or returned to the subcommittee for additional work and/or clarification.

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 at K-12 Principals 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

2018-2019	2019-2020	2020-2021
Physical Education **Health**	**English Language Arts** **Science** **Special Education and Related Services**	**Alternative Education** **Library** **Music**

2021-2022	2022-2023
Athletics **Career and Technical Education** **Languages Other Than English**	**Academic Intervention Services** **Art** **Mathematics** **Social Studies**

<u>**Overview of the Program Review Process**</u>

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 Reviews 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. The subcommittee will consist of the appropriate K-8 content coordinators within the district. 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 presented to CCS for endorsement.

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 K-12 view of the program with a minimum of of one teacher per building. 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.
- Building principals should be called in as ad-hoc members when a particular aspect of a program review requires review and feedback of building administrators.
- It is expected that all building principals will thoroughly review the final version of the Program Review before the final CCS presentation.

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 Update

In addition to the regular monthly reports to CCS, each subcommittee typically makes one presentation to the Board of Education of the completed and endorsed Program Review, with the Assistant Superintendent offering updates to the Superintendent of Schools and Board of Education throughout the school year. 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. The final document should initially be shared with CCS for review and endorsement before being presented to the Superintendent of Schools and the Board of Education.

- At K-12 Principals meetings, updates on program reviews in process should be provided by the administrator serving on the subcommittee.
- 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.
- A monthly progress update should be shared with CCS and 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 update to CCS by the subcommittee chair.

The following steps should be taken prior to completing the Program Review:

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 for review and request their written endorsement.
5. Subcommittee chairperson makes appropriate changes to the Program Review report and then contacts the Assistant Superintendent of C&I for placement on a CCS agenda for review by the committee.
6. Provide an electronic version of the final document to the Assistant Superintendent of Curriculum and Instruction to distribute to the 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 the provision of an electronic copy of all documents referenced.
7. Be prepared to present final document and answer questions from CCS.
8. Additional review by Central Administrators may require further documentation and justification.

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

Mission Statements

Please note that the below Mission Statements should be included in each Program Review:

Committee for Curriculum Study

The mission of the Committee for Curriculum Study, in compliance with the NYS 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.

East Greenbush Central School District

The mission of the East Greenbush Central School District is to make available to all students, a safe learning environment that affords academic excellence in all its programs; provide dedicated and supportive staff; and work in partnership with family and the community with the intent to set up all students for success with their future endeavors.

The Board of Education hereby adopts the following philosophy, goals, and policies:

- It is the philosophy of East Greenbush School District that all individuals can and will learn with the opportunity to obtain a comprehensive education;
- All members of the East Greenbush School District School community shall be provided a safe haven for learning and growing, a secure, orderly, and nurturing environment in which to achieve their full potential.
- It is the goal of East Greenbush School District to provide educational opportunities that will lead to the development of responsible citizens in our school communities.
- The East Greenbush School District shall provide educational opportunities that will challenge individuals and provide them with the opportunity to realize their full potential and increase their life choices. Regular school attendance is the focus of all learning and is required of all students; and
- It is the policy of the East Greenbush School District that all individuals be treated with respect. Respectful and ethical behavior is expected of each member of the East Greenbush School District school community.

The Board recognizes that a cooperative effort is needed from everyone employed by the district in order to achieve the various goals set forth here and elsewhere as Board policy. Further, the Board recognizes that all its goals must be consistent with the resources available to the East Greenbush Central School District. Finally, the Board recognizes that it shall be the responsibility of the Superintendent of Schools to develop a comprehensive plan, with staff and other interested parties, in order to achieve the approved goals of the Board.

Accomplishments

List of accomplishments in various areas by respective levels since prior Program Review (K-5, 6-8 & 9-12).

Program Goals

Often, subcommittees delineate goals as further clarification of the mission statement. These should be linked to quantitative (measurable) and qualitative (narratives) data addressed by a Needs Assessment.

Goals should address the following and may be modified by discipline:

- District Goal(s)
- Grades K-5
- Grades 6-8
- Grades 9-12

Goals should be specific, measurable, attainable, and relevant.

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, instruction, 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.

Areas to be considered within the Needs Assessment:

- Assessments
- Clubs, events, and extra-curricular activities
- Communication
- Curriculum Development / Program Delivery
- Data collection and utilization
- Enrichment / Acceleration
- Professional Development
- Remediation
- Resources / Textbooks
- Technology

Examples of Data:

- Student test results
  - NYS Regents
  - NYS Grades 3-8 Assessments
  - Benchmark Assessment
- Student enrollment in courses
- Use of services by clientele
- AP College Board Score Summary (Advanced placement testing results)
- Job and college placement
- Survey of clientele and/or comparable districts
- Compliance with NYS Standards
- Student or teacher survey results
- Columbia High School Senior Exit Survey, LifeTrack Services, Inc.
- National Student Clearinghouse Student Tracker
- K-5 Universal Screener Data (K-2: DIBELS, 3-5 CARS, 6-8: Test of Silent Contextual Reading Fluency)
- Workforce Analytics
- NYS Department of Labor Statistics

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. The Needs Assessment should include strengths, weaknesses, and recommendations to address concerns.

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. District and CCS Mission Statements.
3. Accomplishments since previous Program Review.
4. Program goals (Districtwide, K-5, 6-8, 9-12) that should consider the areas of curriculum, assessment, professional development and instructional resources for the curricular area).
5. Needs assessment containing strengths, weaknesses, and recommendations with goals and objectives established as a result of the needs assessment that establish a five-year scheme for accomplishment and are laid out to include the following information:
   - Objectives (Specific)
   - Specific, measurable, attainable, realistic, time bound
   - Person(s) Responsible for Accomplishing Activity
6. Final program review report that will be reviewed by subcommittee members, department faculty and the K-12 building principals before final presentation to CCS for endorsement.
7. Curriculum writing to address a pressing curriculum need with an articulated plan that best ensures a consistent roll-out and implementation in all of our buildings.

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 before the Program Review is finalized.

Summer curriculum writing proposals may be included as part of the Needs Assessment and should be aligned with District goals, Board of Education goals, the district's Strategic Plan, and New York State of Education learning standards.

Proposals are funded according to specified criteria. Curriculum writing projects arising out of approved program reviews are among those given priority consideration, and should follow the guidelines outlined in the approved CCS calendar.

Specific criteria and forms necessary for submission of a curriculum writing proposals are included within this handbook.

Note: Sample copies of previous 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)

AUGUST   Plan CCS presentation to new teachers at the orientation meeting

Plan tentative Board of Education Program Review presentation schedule

SEPTEMBER Finalize CCS membership with all building principals

The Assistant Superintendent meets with Department Chairs involved in Program Reviews to go over appropriate procedures

Review CCS guidelines and expectations

"New Course Proposal" form distributed

Textbook proposal form distributed

OCTOBER   Summer curriculum writing presentations (brief, three-minute summary)

NOVEMBER   "New Course proposals presented

Presentation of new titles (if necessary)

DECEMBER   Complete listing of new course proposals

Complete listing of proposed new textbooks

JANUARY   CCS endorsed textbook requests to the Board of Education

FEBRUARY   Distribute application for summer curriculum writing

MARCH   All summer curriculum writing proposals due (exact due date to be determined annually)

APRIL   Approve curriculum writing proposals

Notify project managers

MAY   Review/endorsement of approved titles

Review five-year cycle of future Program Reviews and notify individuals responsible for

overseeing Program Reviews in the upcoming academic year

Presentation of new versions/editions of currently approved textbooks

JUNE   Determine CCS members for upcoming school year

Deadline for submission of "New Course Proposal" form for consideration and discussion

in September or October of any course to be considered for inclusion in the following school year schedule.

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 • Purpose of project

• Implementation • Evaluation

• Project Manager • Goals and objectives

• Budget • 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 update 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)

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

East Greenbush Central School District

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 Curriculum and Instruction 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.

ROBERT'S RULES AT A GLANCE

Type of Motion	Purpose	Second Required	Debatable	Amenable	Required Vote	May Interrupt a Speaker
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	⅔ Majority	No
Previous question	To force immediate vote	Yes	No	No	⅔ 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	⅔ Majority	No
To suspend the rules	To take action contrary to standing rules	Yes	No	No	⅔ Majority	No
Leave to modify or withdraw a motion	To modify or withdraw a motion	No	No	No	Majority	No
To divide a motion	To consider is parts separately	Yes	No	No	⅔ Majority	Yes

Type of Motion	Purpose	Second Required	Debatable	Amenable	Required Vote	May Interrupt a Speaker
Object to the consideration of a question	To suppress action	No	No	No	⅔ 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