

## **APPENDIX IV: Schoolwide Planning Team Members/Roles<sup>1</sup>**

**☑ *Use as a guide for organization of the schoolwide planning team***

**Suggested roles and responsibilities of schoolwide planning team members.** Planning teams decide members' roles and responsibilities depending on the needs of the planning process in the school.

**Chair** – Coordinates all aspects of the school's planning; serves as a liaison with the committee, the principal (in cases where the chair is not the principal), the central office, and the school. The chair is often responsible for serving as a liaison with the school support team, identifying subcommittee chairs, and delegating responsibilities.

**Assistant Chair** – Supports the chair by guiding logistics and the committee's planning activities. The assistant chair may be selected for a special skill, such as knowledge of Federal programs, facility as a negotiator or an evaluator, or an experienced curriculum developer.

**Data Coordinator** – Identifies data collection instruments, designs new instruments, and/or modifies existing instruments, prepares data for analysis, leads the analysis and interpretation process.

**Facilitator** – Serves to help identify resources for planning and research-based instructional practices. This person may be a school insider, or an outside consultant, from the community, the district office, or nearby university.

**Teacher Representatives** – Staff representatives from grade teams and specialists in the school who are informed about meeting the educational needs of all students, especially those with special needs, grade and content-specific curriculum, or regulations funded programs must follow.

**Special Education Liaison** – One of the special education teachers can help coordinate regular and special education activities with regular program instruction to develop a full inclusion program that benefits all identified students with disabilities.

**Paraprofessional Liaison** – Selected from the pool of paraprofessionals who inform the planning committee, this individual is informed about paraprofessional roles, needs, skills, interests and suggestions.

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<sup>1</sup> This list is adapted from *Implementing Schoolwide Programs: An Idea Book on Planning, Volume 1*, U.S. Department of Education, Washington, D.C., 1998, and is included only as an example of one possible configuration of the roles and responsibilities of team members. For example, a school may decide to include pupil services personnel or other school staff, as appropriate

Staff Development Representative – This staff member serves as liaison with colleagues to identify staff needs and helps plan the professional development program for teachers, paraprofessionals, parents and other staff.

Representatives of Programs from which Funds Have Been Consolidated – These representatives will assist in addressing how the schoolwide program will meet the intent and purposes of those programs.

Parent Representative(s) – This representative should be a member of a larger school parent association in order to report the activities of the schoolwide planning team to parents as a stakeholder group. This individual should also be an active participant and contribute to the work of the group.