

## **MODULE #1: Mastery of Self**

**We want all educators, to know, understand and demonstrate their absolute commitment to self-appreciation, self-actualization, emotional intelligence, quality interpersonal relationships, delayed self-gratification and self-determination as they meaningfully engage with parents, students and staff.**

### **Understanding & Action Steps for Module #1:**

- How to create and maintain healthy self-appreciation daily activities.
- How to maximize appropriate self-actualization mantras.
- How to increase emotional intelligence in thought and action.
- How to create and sustain quality interpersonal relationships.
- How to embrace and appreciate delayed self-gratification.
- How to focus and target ones self-determination.

## **MODULE #2: Character Education**

**We want sustainable excellent student measurable outcomes in Civic Responsibility, Empathetic Citizenry and Social Justice Advocacy.**

### **Understanding & Action Steps for Module #2:**

- How to create Character Education basic activities designed to achieve:
  1. Civic Responsibility
  2. Empathetic Citizenry
  3. Social Justice Advocacy

## **MODULE #3: Parental Ownership**

**We want sustainable, significant and meaningful parental ownership as “gasoline” involvement at home, in classroom(s), the school building, the district, and community.**

### **Understanding & Action Steps for Module #3:**

- How to initiate meaningful and sustainable parental involvement as “gasoline” value in the classroom.
- How to make in school parent/teacher “ownership” conferences more effective.
- How to execute twenty-five (25) parent/teacher conferences *per week* for the entire school year.
- How to create a “parental volunteer web” of meaningful support both inside and outside of the classroom.
- A “parental volunteer web” is created in the following manner.
- How to create monthly parent “College and Career” events for grades pre-k-12.
- How to be an effective liaison advocate for parent resources in the community.
- How to make safe, appropriate and approved dual teacher parent home visits.

## **MODULE #4: Data... Data... Data...**

**We want all staff engaged in productive and meaningful professional development through data analysis, experiential knowledge and constructive “truth seeking and telling.”**

### **Understanding & Action Steps for Module #4:**

- How to create weekly “mini” data progress reports. (Academics, attendance, and decrease in discipline, detentions, suspensions etc.)
- How to sustain building level analysis of the data progress reports.
- How to create desire and acceptance for the truth as represented in the data progress reports.
- How to create and sustain resolution action steps for evidence based needed improvement.
- How to create meaningful On-line district and building level professional development.

## **MODULE #5: Team Building**

**We want building level action teams designed to study, create, and execute building level goals and objectives utilizing consensus building predicated on evidence.**

### **Understanding & Action Steps for Module #5:**

- How to create effective and sustainable building level action teams to identify goals and objectives in specific areas such as academics, school safety, building culture, expectation and consequence programs, award programs, etc.
- How to sustain meaningful monthly action meeting(s) value, outputs, successes and needed continued goal(s) and objective(s) work with sub-committees.
- How to concretely engage all staff to participate and be in the knowledge of all planned goal activities with the building level action teams.

## **MODULE #6: Symbiotic Relationships**

- 1. We want professional staff demonstrating teaching excellence through symbiotic developed relationships with parents and students.**
- 2. We want professional staff teaching in knowledge and understanding of multi-grade effective group teaching; meeting students at their academic need(s) and skill abilities regardless of educational support classifications such as Individual Education Plans. *All STUDENTS ARE IMPORTANT!***

### **Understanding & Action Steps for Module #6:**

- How to engage students in non-academic relationship building activities.
- How to create effective and sustainable student classroom team building.
- How to create meaningful student “show and share” interpersonal relationships.
- How to safely and appropriately engage all parents/students at home from iPhone Apps and other computer programs.
- How to create effective student academic grouping with minimal teacher involvement.
- How to execute twenty-five (25) parent/teacher conferences *per week* for the entire school year.
- How to create a “parental connection web” of meaningful support both inside and outside of the classroom.

## **MODULE #7: “Oil Lubricant” Leadership**

Teachers often desire building level and district office administrators to make a paradigm-shift from “leadership-by title” to demonstrating leadership metaphorically as the school’s “oil-lubricant” resources for parents, students, and teachers to meaningfully collaborate to help elucidate beneficial processes and achieve planned objectives, goals and outcomes.

### **Understanding & Action Steps for Module #7:**

- How to ask a teacher to assist in the development and maintenance of effective and sustainable “Oil-Lubricant” administrative resources that allow parents, students and teachers to meet the planned goals and objectives of the district and school building.

## **MODULE #8: Vision & Leadership “Pitfalls”**

- 1. We want the Board of Education and Superintendent of Schools to establish an annually UPDATED vision statement with operational mission goals and objectives for the entire District School System.**
- 2. We want the Board of Education and Superintendent of Schools to know, understand and demonstrate the role of governance as it specifically relates to the school district’s policies, contracts, practices and Education Law(s).**
- 3. We want the Board of Education and Superintendent of Schools to metaphorically represent the “engine” and “wheels” of the educational automobile system; defining and moving all planned district vision, mission and goals for all parents, students, staff and community forward.**

### **Understanding & Action Steps for Module #8:**

- How to create a meaningful and achievable District Vision Statement with operational mission goal(s) and objective(s) on a detailed baseline achievement schedule.
- How to develop the ten (10) most important and influential district policies that each Board of Education member and Superintendent of Schools will know, understand and demonstrate in their policy decision making roles.
- How to develop the five (5) most important questions that each Board of Education member and Superintendent of Schools MUST ask before voting on any contract proposal.
- How to develop a continuum process for Board of Education members and the Superintendent of Schools to know, understand and demonstrate effective governance by articulating the necessity for, and utilization of, basic Education and Municipal Law(s).

**How to avoid the following Board of Education and Superintendent of Schools “pitfalls” as a result of NOT operating as the “engine” and “wheels” of the governance body and district central office:**

- A lack of knowledge and understanding of District Policies, Education and Municipal Law(s).
- A voting majority of the Board of Education NOT following District Policies, Education and Municipal Law(s).
- A lack of knowledge and understanding of the governance role of the Board of Education by District Policies, Education and Municipal Law(s).
- Not knowing or understanding the role of the Superintendent of Schools by Contract, District Policies, Education and Municipal law(s).
- Discounting and dismissing the voting minority of the Board’s opinions at public and private meetings of the total Board of Education.
- The Superintendent of Schools NOT knowing and understanding their role by District Policies, Education and Municipal Law(s).
- The Board disallowing the Superintendent of Schools position opinions.
- The Superintendent of Schools NOT affording Administrators the opportunity to object to their position opinions.
- Discouraging parents, teachers, staff, students and community from meaningful stakeholder involvement in all district-wide decision making processes.
- NOT demonstrating an authentic care and concern for administrators, teachers, staff, students and parents.
- Expired Union Contracts with no deadline for resolution.
- NOT affording tax payers a meaningful and continuous role and voice in the decision making of how district funds are spent.
- NOT televising all Board of Education district events on local television.
- Promoting propaganda, insignificant statistics and unimportant information in board meetings and on the district’s website.
- NOT creating and sustaining an independent Citizen Advisory Committee that reports directly to the Board of Education.
- NOT televising Board of Education meetings on local television channels.



## **MODULE #9: Mandatory Citizen & Parent Advisory**

**We want an independent Citizens and Parents Advisory Committee with the Superintendent of Schools and Assistant Superintendents participating as mandatory members to advise the Board of Education of concern(s) to be studied with possible solutions. Additionally, we want to study and analyze the factual data reasoning of present district program(s) successes as well as to offer new sustainable program(s) innovations to benefit the district and school buildings.**

### **Understanding & Action Steps for Module #9:**

- Why a Board of Education should approve an independent Citizen and Parents Advisory Committee (C.P.A.C.)?
- How to create meaningful and sustainable consensus work with C.P.A.C. involvement on planned vision and mission of the district.
- How to create District Program Advocates through C.P.A.C. to share and promote district successes.
- How to create district ownership and appropriate problem solving through C.P.A.C.

## **MODULE #10: Mandatory Parent Teacher Association**

**We want 100% of Parents, 100% of Teachers and 100% of Administrators registered as members in each School Building's Parent Teacher Association with a 70% membership attendance rate at each monthly PTA meeting.**

### **Understanding & Action Steps for Module #10:**

- How to create meaningful, sustainable, and valued Parental and Teacher involvement and a minimum of 90% active participation in the building level Parent/Teacher Association.
- How to have parents register at central registration.
- How to register parents in the classroom.
- How to get parents registered from home.
- How to get teachers and administrators registered at the building level.
- How to get the Superintendent and Central Office Administrators registered.

## **MODULE #11: Mandatory C.B.O. Relationships**

**We want each School building meaningfully engaged with a minimum of ten (10) Community Based Organizations with defined sustainable “action programs” to help achieve specifically planned mission activities. Some may include the following: An Employment Opportunities Directory, Family Healthcare Education, Humanities in the Arts Programs, Justice Advocacy Programs, Civic Programs, and Compassion Development Programs for all stakeholders.**

### **Understanding & Action Steps for Module #11:**

- How to build a district-wide Community Based Organization(s) contact list.
- How to create an introductory letter for all district C.B.O.’s.
- How to create meaningful and shared district vision and mission with C.B.O.’s.
- How to identify district personnel contacts for C.B.O.’s.
- How to invite C.B.O.’s into the district and buildings to help achieve planned goal(s) and objective(s).
- How to invite other community assets to share in mission and help achieve district and building goal(s) and objective(s).

## **MODULE #12: Mandatory 100 Colleges Engaged**

- 1. We want a minimum of 100 local and online Colleges to meaningfully engage grades K-12 to create a sustainable “vision and mission College and Career mandate” for the district and building levels.**
- 2. We want parents, students and teachers to know, understand and demonstrate within the classroom and at home the essential non-negotiable commitment(s) to academic prowess and civic responsibilities to graduate from a four year college and/or advanced career post high school technical training program.**

### **Understanding & Action Steps for Module #12:**

- How to solicit 100 local and on-line Colleges with specific contacts.
- How to engage and build meaningful productive financial relationships with all local Colleges with specific contacts.
- How to have all parents, students and teachers visit over 50 Colleges annually with no cost.
- How to have parents, students and teachers visit Colleges quarterly and during the summer months.
- How to have all related College visitations and most tuition attending cost paid for by the Colleges, Government, C.B.O.'s, and Civic Groups.

## **MODULE #13: Mandatory Career Development**

- **We want each building meaningfully engaged in planned aligned sustainable programs in “Career Development Activities” with at least three (3) local Corporate Companies to benefit parents, students and staff.**

### **Understanding & Action Steps for Module #13:**

- How to create and sustain a career identification day for parents and students in grades k-12.
- How to create, sustain and engage a career study and analysis platform for parents, students, teachers and administrators.
- How to engage local businesses and civic organizations for parent employment and student internships.
- How to sustain the building level “Career Development Activities” with valued parent, staff, and student as well as community business volunteers.

## **Participant “Be the Light...” Outcomes:**

- **Participants will know, understand and demonstrate the six (6) principles of self-appreciation, self-actualization, emotional intelligence, quality interpersonal relationships, delayed-gratification, and self-determination.**
- **Participants will articulate and demonstrate clear strategies to create and sustain measurable growth in student academic performance, civic programming, empathetic citizenry development, and social justice understanding and advocacy.**
- **Participants will know and understand how to create parental ownership as “gasoline” productive involvement in the classroom and at home.**
- **Participants will understand the importance of utilizing data analysis, experiential knowledge and constructive “truth telling and seeking” to significantly increase in professional development.**
- **Participants will learn how to develop building level action teams to achieve building goals and objectives through evidentiary study and consensus.**
- **Participants will know, understand and demonstrate how to create symbiotic relationships with parents and students to achieve goals and objectives.**
- **Participants will deliberate on multi-grade grouping and engaging all students including special education students at their academic and skill abilities.**

- **Administrator Participants will deliberate on shifting leadership by title to “oil-lubricant” leadership and how to avoid the daily “pitfalls.”**
- **Board of Education and Superintendent Participants will know, understand and demonstrate the importance of an UPDATED annual district vision statement with operational mission goals and objectives.**
- **Board of Education and Superintendent Participants will articulate and deliberate on the role of governance as it directly relates to district policies, contracts, practices and education and municipal law(s). The byproduct of which will be a Board member “Oath of Appropriate Governance Operations Agreement” to be signed by each Board of Education member at a public meeting of the board and placed in the official record for future reference and reminder if necessary.**
- **Board of Education and Superintendent Participants will know and understand how their roles metaphorically represent the “engine” and “wheels” of the entire district system.**
- **Board of Education and Superintendent Participants will know and understand the invaluable importance of an independent Citizens Advisory Committee that reports directly to the Board.**
- **Participants will know, understand and demonstrate how to achieve 100% parent, teacher and administrator membership registration and 70% or more attendance at each meeting.**
- **Participants will know how to engage at least 10 Community Based Organizations through “action programs” in their schools and classrooms.**

- **Participants will know how to engage over 100 local and on-line Colleges with their schools and classrooms.**
- **Participants will know and understand the constant evolving college acceptance criteria to have their students accepted and graduate from a four year College.**
- **Participants will know and understand how to engage local corporations to support “career development events” towards “career readiness” in the building and classroom to meet planned goals and objectives.**
- **Participants will know, understand and demonstrate what and how an operational vision and mission action statement(s) work to significantly improve a district and schools.**

