



FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT DISTRICT PARENT AND FAMILY ENGAGEMENT PLAN

As authorized under ESEA, as amended

School Year 2018-2019
Revision Date: 11/19/2018

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Overview

In support of strengthening student academic achievement, **Fairbanks North Star Borough School District** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. The policy establishes the district's expectations and objectives for meaningful parent and family involvement and describes how the district will implement a number of specific parent and family engagement activities.

The **Fairbanks North Star Borough School District** agrees to implement the following requirements as outlined in Section 1116 of the ESEA, as amended:

- The school district will conduct outreach to all parents and family members in all of its schools with Title I, Part A Programs to implement programs, activities, and procedures for the involvement of parents and family members. These programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children. [§1116(a)(1)]
- Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESEA, as amended, and each include a component of the school-parent compact consistent with Section 1118(d) of the ESEA, as amended. [§1116(b)] & [§1118(d)]
- In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended, in a format and, to the extent practicable, in a language such parents understand. [§1116(e)(4)]
- If the district plan for Title I, Part A, developed under Section 1112 of the ESEA, as amended, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state. [§1116(b)(4)]
- The school district will be governed by the following definition of parental involvement and expects that its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this definition:
 - Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
 - the carrying out of other activities, such as those described in section 1116. [§8101(39)]

Required Parent and Family Engagement Policy Components

Joint Development

The Fairbanks North Star Borough School District will take the following actions to involve parents and family members in the joint development of the district plan under Section 1112 of the ESEA, as amended, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA, as amended.

Describe/List how parents and family members will be involved in the development of the district ESEA Consolidated Application, and how parents and family members will be involved in the development and review of the School Improvement Plans, as applicable.

Parents and family members provide input into the ESEA Consolidated Application via input at each Title I school (Anne Wien, Arctic Light, Denali, Hunter, Joy, Nordale, Salcha and University Park), participation on district level committees, and through established stakeholder input opportunities.

Title I schools hold at minimum one specific Title I Parent Meeting to review and gather input on the school's improvement plan, school report card to the public, Title I funding and family engagement. At least one parent/family member also regularly participates, as available, on each school's Title I planning team.

In addition to school level parent meetings, FNSBSD's Federal Programs structures three Titlewide team meetings throughout the year. The focus of the meetings are as follows: Fall: Family Engagement Planning; Winter: Program Evaluation and Data Review; Spring: School Improvement Planning & Peer Review. Each Title I school brings a planning team, including at least one parent.

Input from all of the above Title I meetings rolls up and is reflected in the overall direction and focus of the ESEA Consolidated Application.

The Title I-C, Migrant Education Program grant, has a Parent Advisory Committee that meets at least annually and input is also gathered through an annual Migrant Family Survey. The surveys are reviewed and considered when making decisions regarding program goals and priorities.

The Title II-A, Professional Development and Title III-A, English Language Learner Program grants obtain parent input through district level outreach. The Curriculum Advisory Committee directly impacts Title II-A Professional Development planning. This committee meets monthly and includes parents, community members, and a school board member. The ELL Program actively gathers input from staff and families on the ELL Program Plan of Service. Outreach to stakeholders for input consists of emails, postcards, an annual ELL Parent meeting and surveys posted on the district website.

FNSBSD also holds either an annual General Stakeholder Consultation meeting or various community meetings to gather input into the ESEA Consolidated Application. The Spring 2018 General Stakeholder meeting provided an overview of ESEA programs followed by round table discussions for each program as well as an online survey. The agenda, materials and input survey opportunities for the FY19 Consolidated Application is posted online and available for review at www.k12northstar.org/Page/7837. Currently, in partnership with On Strategy, the district is refreshing its Strategic Plan. Through surveys and public School Board processes, parents and community members have an opportunity for significant voice. The stakeholder input processes for the refresh of the Strategic Plan will inform the FY20 ESEA Consolidated Application.

In November 2018 the district operationalized the *Let's Talk* application throughout its website. *Let's Talk* is embedded on each Title program's webpage and provides another opportunity for families and community members to engage in dialogue with Title program leaders regarding program needs.

In addition to the General Stakeholder Consultation, FNSBSD holds Tribal Consultations. The agendas and materials for Tribal Consultation for the FY19 ESEA Consolidated Application are posted online and available for review at www.k12northstar.org/Page/7616.

Another current district level initiative, in partnership with Education Northwest, pertains to a comprehensive review of school climate and discipline. Advisory group members include parents and community members. This review process informs the Title grants.

Technical Assistance

The **Fairbanks North Star Borough School District** will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all Title I, Part A schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

Describe/List how the district will provide support and technical assistance to all its Title I, Part A schools in planning and implementing effective parent and family engagement practices inclusive of school parent and family engagement plans, school-parent compacts, and all Title I, Part A parental involvement requirements.

FNSBSD's Federal Programs structures technical assistance to the Title I Schools as follows:

- School teams attend three Titlewide work sessions throughout the year; each Title I school brings a planning team, including at least one parent.
 - Fall: Family Engagement Planning
 - Winter: Program Evaluation and Data Review
 - Spring: School Improvement Planning & Peer Review
- Additional technical assistance is provided to school leadership both formally and informally. Title I School leaders meet individually with the district ESEA Program Compliance Coordinator twice each year at minimum and additionally as needed to review plans.
- Each Title I School leader is provided with a Title I Handbook –updated and revised every year-which includes specific technical assistance in implementing effective parent and family engagement practices.
- Each Title I school receives assistance in posting Title I information, including Family Engagement Plans on individual school websites.

Coordination

The **Fairbanks North Star Borough School District** will coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

Describe/List how the district will coordinate and integrate parent and family engagement strategies with other relevant programs, organizations, businesses, and community partners to provide additional supports and resources to families.

FNSBSD's Federal Programs Department is comprised of the following Federal and State grant-funded and district-funded programs: Title I/ESEA; Title I-C, Migrant Education Program; 21st Century Community Learning Centers Grants; Alaska Native Education; Title III-A, English Learners Program; McKinney-Vento; Foster Care.

Through weekly Leadership and monthly department meetings, efforts are coordinated to support family engagement across all programs including at the Title I Schools. One example, After School Program Coordinators at the Title I Schools regularly partner with the school leadership and staff to coordinate family engagement activities. The Title I schools' After School Program Coordinators participate in the Titlewide Meetings listed above and contribute valuable

insight and effort into planning family engagement activities focused on student learning needs.

Community and business partners for individual schools can be found in each school's Family Engagement Plan. In addition to business and community partners, two Title I schools, Arctic Light and Salcha, closely coordinate Title I School Improvement plans with grants associated with their military affiliations at Ft. Wainwright Army Post and Eielson Air Force Base through their Dept. of Defense Education Activity -DoDEA grants (1:1 iPad and Project 360).

Annual Evaluation

The **Fairbanks North Star Borough School District** will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

- (i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- (iii) strategies to support successful school and family interactions.

Describe/List actions for how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents and family members will play.

Plan evaluation for Title I Schools is built into both the Winter Titlewide meeting and the Spring Titlewide meeting. Parents from each school participate at these evaluation meetings. The Winter Titlewide meeting begins with a review of current school-year data to evaluate the effectiveness of the current year's School Improvement Plan including family engagement strategies. The school teams-including the parent(s)- then focus on using the data to identify needs and to set goals for the following school year's School Improvement Plan. FNSBSD's Federal Programs is responsible for providing the structure and technical assistance at this meeting and school Title I Teams, including parent(s) are responsible for the interpretation of the data and identifying strengths and needs. Each school is responsible for effective parent engagement strategies grounded in the data and the corresponding Needs Assessment. The effectiveness of parent engagement is linked to the effectiveness of the overall school improvement plan.

Evidence-Based Strategies

The **Fairbanks North Star Borough School District** will use the findings of such evaluation listed above to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.

- The term evidence-based means an activity, strategy, or intervention that—
 - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias; or
 - (ii)
 - (I) demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Describe/List how the district will use the findings from the evaluation to design evidence-based strategies for more effective parent and family involvement. How the district will revise the parent and family engagement strategies based on the evaluation results, as applicable.

Once completed, the Needs Assessment for each Title I School -based on a structured data review and evaluation of the current year's School improvement plan and corresponding family engagement strategies- is carefully reviewed by FNSBSD's district ESEA leadership including the Executive Director of Federal Programs, ESEA Program Compliance Coordinator and Title I Professional Development Coordinator. The outcome of the review is to create a comprehensive overview in the form of a graphic of the Title I Schools' identified needs. Accordingly, the schools' Needs Assessments directly impact the planning for the Fall Titlewide technical assistance meeting for Family Engagement. This meeting is structured to address and provide support in the areas noted in the Needs Assessments.

Development, Revision, and Reviewing of Plan

The **Fairbanks North Star Borough School District** will involve parents in the activities of the Title I, Part A schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Describe/List how the district will involve Title I, Part A parents and family members in developing, revising, and reviewing of the district parent and family engagement plan.

FNSBSD's District Family Engagement Plan was reviewed by the District Parent Involvement Committee (www.k12northstar.org/ParentEngagement) on 11/14/2018. Agenda and meeting notes available at: www.k12northstar.org/ParentEngagement. Title I representation on the District Parent Involvement Committee includes a Title I School parent and a Title I school principal. The plan is informed through the parent and community input opportunities listed above.

Reservation of Funds

The Fairbanks North Star Borough School District will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to the schools, with priority given to high-need schools. *(Only applicable to districts with an allocation of \$500,000 or more.)*

- Funds reserved under this section by the district agency shall be used to carry out activities and strategies consistent with the district's parent and family engagement policy, including not less than 1 of the following:
 - (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
 - (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
 - (iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
 - (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
 - (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

Describe/List how the district will involve parents in the decision making about how the 1% reservation of Title I, Part A funds is spent. Describe/list how the district will ensure that at least 90% of the 1% goes to Title I, Part A schools, with priority given to high-need schools.

FNSBSD allocates 100% of the 1% set-aside to Title I-A schools through the consolidated application budget approval process. FNSBSD's Federal Programs facilitates discussions for Title I Schools to discuss their 1% reservations of Title I-A funds at minimum during the Fall Titlewide meeting focused on Family Engagement. Each school follows up with their school teams to solicit feedback and input into how to spend the funds. Some schools have on-going opportunities for parents to provide feedback through school-initiated electronic surveys as well as feedback opportunities during school level family engagement activities.

Building Capacity of Parents and Family Members

The Fairbanks North Star Borough School District will with the assistance of its Title I, Part A schools, build parents' capacity for strong parent and family engagement by providing materials and training on such topics as literacy training and using technology to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents and family members in understanding the following topics:

- The challenging State academic standards
- The State and local academic assessments
- How to monitor their child's progress
- How to work with educators to improve the achievement of their children
- The requirements of Title I, Part A

Describe/List activities, such as workshops, conferences, classes, online resources, and any equipment or other materials that may be necessary to support parents and family member in helping their student's academic success.

Please see the Family Engagement Plans for the individual Title I Schools:

Anne Wien: www.k12northstar.org/Page/1522, page 8

Arctic Light: www.k12northstar.org/Page/1655, page 8

Denali: www.k12northstar.org/Page/1548, page 8

Hunter: www.k12northstar.org/Page/1525, page 7

Joy: www.k12northstar.org/Page/2133, page 7

Nordale: www.k12northstar.org/Page/2206, page 7

Salcha: www.k12northstar.org/Page/2056, page 8

University Park: www.k12northstar.org/Page/2157, page 7

At the District level, resources are made available and routinely communicated to parents. To mention just a few which address the specific topics listed above include:

- **The challenging State academic standards:** *When available in parent-friendly language, some teachers will review curriculum guides and grade level expectations with parents during parent/teacher conferences. Parents express an interest in the standards when they are presented in an understandable format such as "I can" statements. Parent Engagement Committee feedback indicates there is an interest in broadening the availability and dissemination of grade level "I can" statements.*
- **The State and local academic assessments:** *Student assessment results (AIMSWeb, MAP, PEAKS) are discussed during parent/teacher conferences and are posted on individual student PowerSchool page which are accessible to parents/guardians through the parent/guardian portal. Feedback from parents indicates there is more interest in growth and progress rather than proficient/non-proficient designations.*
- **How to monitor their child's progress:** *All parents and guardians are provided access to and training as needed on using PowerSchool to monitor their child's progress. Some schools set up a PowerSchool assistance station during key parent/family activities such as parent/teacher conference days. Parents appreciate the hands-on assistance for installing the PowerSchool app on their phones and for setting up their preferred automatic notifications.*
- **How to work with educators to improve the achievement of their children:** *Parents and teachers establish on-going relationships to improve the achievement of their children especially as a result of participating at Parent/Teacher conferences, family engagement activities, and other program-specific activities for which their child is eligible to participate (e.g., English Learner Program, After School Program, Migrant Education Program, Alaska Native Education Program, etc..).*

- **The requirements of Title I, Part A:** *Each Title I School has information regarding the requirements of Title I posted on their individual school websites. For example, Joy Elementary School: www.k12northstar.org/site/Default.aspx?PageID=1803. Many Title I Schools host a Title I table during Parent/Teacher conferences to distribute information, answer questions and solicit input. Additionally, many Title I schools have static displays of Title I information and requirements near the entrance of the building.*

Building Capacity of School Staff

The Fairbanks North Star Borough School District will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals, other school leaders, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.

Describe/List activities such as workshops, conferences, trainings, webinars, and online resources that will be used with school staff to build their capacity to work with parents as equal partners. Include information about how the district and/or schools will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.

Through FNSBSD's Federal Programs Titlewide meetings, school staff develop and enrich their capacity to work with parents. The meetings are structured such that parents are equal partners in the discussions of family engagement activities, data reviews, and plan evaluations. In 2018-2019, there have been school level initiatives, such as Hunter Elementary School's beginning of the year home visits. FNSBSD's Title I Schools attend conferences, many of which, such as the ESEA National conference, include components for improving family engagement.

Teachers, schools and administration provide information to parents using the following resources as appropriate and effective:

- PowerSchool
- Blackboard email
- Blackboard text
- Phone Calls
- Remind
- ClassDojo
- Google Classroom
- School Website
- Social Media: Twitter, Facebook, Instagram, YouTube
- Flyers & Postcards
- School & Classroom newsletters (electronic and paper)
- Language Line-on demand language translation

In addition to the methods listed above, at the district level the following methods are also used for outreach to parents and community members:

- Let's Talk
- Superintendent Live Facebook chats
- District Website
- Direct Mail
- Community-wide surveys
- Local Media:
 - Newspaper, Fairbanks Daily News-Miner
 - Television
 - Radio

Building Capacity for Engagement – Optional

NOTE TO THE DISTRICT: The district parent and family engagement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA, as amended:

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each Title I, Part A school and district –

- may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- may train parents to enhance the involvement of other parents;
- may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- may adopt and implement model approaches to improving parental involvement;
- may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; and
- may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

Describe how each discretionary items checked above will be implemented.

Adoption

This district parent and family member engagement policy has been developed jointly and agreed on with parents of children participating in Title I, Part A programs, as evidenced by _____.

This policy was adopted by the **Fairbanks North Star Borough School District** on **[Insert Date]** and will be in effect for the period of **[Insert School Year]**. The school district will distribute this policy to all parents of participating Title I, Part A children on or before **[Insert Date]**.

Karen Gabarik

Printed Name of Superintendent

Karen Gabarik

Signature of Superintendent

11/20/18

Date