

**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
BOARD OF EDUCATION**

September 14, 2015

**Work Session: Strategic Plan Update, Including the Parent Engagement
Committee; and the 2016-17 Budget, including the Citizen Budget Review
Committee (CBRC) Process**

6:00 p.m.
Board Room
Administrative Center
520 Fifth Avenue

AGENDA

- 1. Call to Order**
- 2. OUR MISSION:** *Our mission is to provide an excellent, equitable education in a safe, supportive environment so all students will succeed and contribute to a diverse and changing society.*
- 3. Roll Call**
 - Heidi Haas, President
 - Wendy Dominique, Vice President
 - Allyson Lambert, Treasurer
 - Lisa Gentry, Clerk
 - Sue Hull, Member
 - Michael O'Brien, Member
 - Sean Rice, Member
- 4. Strategic Plan Update**
 - o Parent Engagement Committee
- 5. 2016-17 Budget**
 - o Citizen Budget Review Committee (CBRC) Process
- 6. Board Comments/Announcements**
- 7. Adjournment**

Executive Session: The board reserves the right to enter into executive session on any agenda item as and to the extent allowed for in State law. Executive sessions will be entered into by motion for the following subjects as permitted by law: (1) matters the immediate knowledge of which would clearly have an adverse effect upon the finances of the District; (2) subjects that tend to prejudice the reputation and character of any person, provided that the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential; (4) matters involving consideration of government records that by law are not subject to public disclosure. Motions to go into executive session should specify the subject of the proposed executive session without defeating the purpose of addressing the subject in private. Reference: AS 44.62.310 and Board Policy 264, D.

Work Sessions are an opportunity to study and review, in-depth, matters that may be too lengthy for a regular or special meeting. No action may be taken at a work session. All work sessions, special, and regular meetings are open to the public.

Work Session

September 14, 2015

ADMINISTRATIVE REGULATION

BOARD PARENT ENGAGEMENT COMMITTEE

The Board Parent Engagement Committee is established in accordance with Policy 236—Committees of the Board.

Membership of the Committee: The committee shall consist of **XX** members including one Board member to act as chairperson. Each Board member will appoint a representative to serve on the committee. **XX** additional members will be appointed by the Board from the community-at-large via an application process.

Length of Terms: The Board member serving as chairperson will serve at the direction of the Board president. Board member representatives will serve terms concurrent with the term of office of the Board member who appoints them. At-large members will serve **staggered, XXX-year terms.**

Staff to the Committee: The Public Relations Department will provide administrative and secretarial staff support to the committee. The committee chairperson will contact the superintendent if other members of the administration are requested for attendance at meetings.

Meetings: Meetings will be held prior to presenting recommendations to the School Board. The meetings will be public and public testimony will be taken within limits established by the committee.

Scope of Responsibilities: The Board Parent Engagement Committee will act in an advisory capacity regarding parent involvement in school district activities.

Reporting: Minutes of the Board Parent Engagement Committee will be recorded and posted on the district website. Summary reports will be forwarded to the Board.

ARE YOU INTERESTED IN SERVING ON THE SCHOOL BOARD PARENT ENGAGEMENT COMMITTEE?

The Fairbanks North Star Borough Board of Education is soliciting applications from people interested in serving on the Parent Engagement Committee. The Parent Engagement Committee will act in an advisory capacity regarding parent involvement in school district activities. If you are interested in serving on this committee, please complete the application form and return it to the School Board Office, Administrative Center, 520 Fifth Avenue, Fairbanks, AK 99701.

Parent Engagement Committee Application	
Name	
Residence Address	
Mailing Address	
Work Phone	Home Phone
Educational organization affiliation (<i>optional</i>)	
Why are you interested in serving on this committee?	
What does parent engagement mean to you?	
Please describe your past or current involvement in school activities or district issues:	
Applicant Signature	Date



Fairbanks North Star Borough
School District
520 Fifth Avenue
Fairbanks, AK 99701-4756

PARENT ENGAGEMENT TASK FORCE

OBJECTIVES:

How can the FNSBSD help all families establish home environments that support children as students?

How can the FNSBSD design effective forms of school-to-home and home-to-school communication about school programs and children's progress?

How can the FNSBSD recruit and support parent help and support?

How can the FNSBSD provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions and planning?

How can the FNSBSD recruit parents in school decisions, developing parent leaders and representatives?

PARENT ENGAGEMENT TASK FORCE

MEMBERS:

SEAT 1 (PARENT-N-ELEM) _____

SEAT 2 (PARENT-T-ELEM) _____

SEAT 3 (PARENT-N-JR) _____

SEAT 4 (PARENT-T-JR) _____

SEAT 5 (PARENT-N-HS) _____

SEAT 6 (PARENT-T-HS) _____

SEAT 7 (PRINCIPAL-ELEM) _____

SEAT 8 (PRINCIPAL-HS) _____

SEAT 9 (TEACHER-ELEM) _____

SEAT 10 (TEACHER-JR) _____

SEAT 11 (TEACHER-HS) _____

SEAT 12 (COMMUNITY MEMBER) _____

SEAT 13 (CO-CHAIRS) _____

Annual evaluation

The district shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy. Effectiveness shall be measured in part by improvements in student academic achievement and in school performance.

The evaluation shall specifically address barriers to greater participation by parents in activities authorized by law, particularly by parents who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background
- are parents of migratory children

The district shall use the findings of the evaluation to design strategies for more effective parental involvement and to revise, if necessary, this policy.

The district shall provide such other reasonable support for parental involvement activities as parents may request.

Development of school-level Title I parent involvement policy and school-parent compacts

Each school receiving Title I funds shall jointly develop with and distribute to parents of students participating in the Title I program (hereafter referred to as “parents”) a written School-Level Title I Parent Involvement Policy agreed upon by the parents in accordance with the requirements of federal law.

The policy shall contain a school-parent compact or agreement that outlines how parents, school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students.

October, 2012



Pursuant to federal law, the district and the parents of students participating in Title I district programs have jointly developed this parent involvement policy. The policy shall be implemented by the superintendent or designee according to the timeline set forth in the policy and incorporated into the district's Title I plan.

Title I Parent Involvement Policy

District support for parent involvement

The district shall provide coordination, technical assistance and other support necessary to assist participating schools in building the capacity for strong parent involvement to improve student academic achievement and school performance.

This coordination, assistance and support shall include:

- Classes for teachers on enhancing parent involvement
- Information for teachers on how best to work with families
- Training on use of Power School Premier
- Conducting a electronic biennial Parent Opinion Poll
- Training on use of District Website, including online resources such as RTI interventions for parents
- Information from the Alaska Parent Information and Resource Center

The district, with the assistance of parents, shall develop and implement a district professional development plan to enhance the skills of teachers, pupil services personnel, principals and other staff in:

- The value and utility of contributions of parents
- How to reach out to, communicate with, and work with parents as equal partners
- Implementing and coordinating parent programs
- Building ties between parents and the school

Coordination of parent involvement activities with other district programs

The district shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and district preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their students.

This coordination and integration of programs will include:

- Preschool Child Find
- Transitions from Special Education preschool to Kindergarten
- Parent referrals to other agencies
- Parent Trainings for families with children with disabilities
- Dissemination of program information directly to Title I schools by District personnel
- Ongoing, open communication with each program to assure continued coordination
- Calendar of parent involvement activities from departments such as Alaska Native Education, English Language Learners, Homeless, Migrant and Special Education, shared when appropriate

Student learning

The district shall coordinate and integrate Title I parental involvement strategies with those of other educational programs in the district. The purpose of this coordination shall be to improve the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who:

- are economically disadvantaged
- have disabilities
- have limited English proficiency
- have limited literacy
- are of any racial or ethnic minority background
- are parents of migratory children

This coordination and integration will be facilitated by

- Monthly meetings of instructional departments to:
 - Inform other departments on successful activities and practices
 - Coordinate written materials to parents
 - Collaborate on future activities and projects
 - Brainstorm problems and share solutions
- Make District and School personnel aware of the following possible barriers to the following:
 - Child care
 - Family schedules
 - Limited English proficient
 - Past negative school experiences
 - Reluctance to share experiences, skills and talents
 - Cultural differences in communication and social styles
 - Socioeconomic status
 - Unstable home situation
 - Homelessness
 - Impact of disabilities

The district shall provide to parents, as appropriate, information to help them understand the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor students' academic progress and how to work with school staff to improve the achievement of students. The district shall develop written materials and training for staff to help parents work with students to improve student achievement.

Information will include but not be limited to:

- How to use the Districts online student information system, Power School Premier
- How to access and use the District's Website
- Brochures regarding the purposes and information learned from AIMSweb
- Brochures about Statewide tests and score interpretation
- How to prepare for Parent/Teacher Conferences
- The requirements of Title I
- Informational documents explaining the RTI process
- Collaborating with Parents class for teachers

The District will:

- Request feedback from parents regarding the District's AKSTEPP Plan
- Post the District's AKSTEPP Plan for parent's easy access
- Solicit input from parents on the District's Family Involvement Plan
- Seek feedback from parents on the Consolidated Title I application
- Seek participation on Parent Advisory Committees (PAC)
- Collaborate with ELL (English Language Learners) teachers and tutors to ensure that information is communicated clearly to parents
- Translate documents and forms into other languages, as necessary, and to the extent possible
- Provide and promote Language Line, a phone translation service
- Email families important information such as a change in the school schedule
- Utilize press releases and newspaper ads
- Provide information through the school board, school board packets and school board meeting broadcasts on radio and television
- Use an automated parent notification system to get time sensitive information to families' homes via Connect Ed.
- Provide for Title I schools targeted training regarding parent involvement and parental rights
- Provide Title I schools with ideas and resources to enhance parent involvement
- Conduct Academic Family Nights, on a District level, for special populations such as ELL or Migrant students, to help parents improve student achievement. Topics covered may include understanding the PowerSchool Premier software, Math curriculum and strategies to help support their child's learning

School-based parent involvement activities

Parents will be encouraged to become involved in the activities of schools with Title I programs by requesting that:

- All Title I schools have a variety of times parents may choose from in order to participate in their child's parent/teacher conferences
- All Title I schools have their Schoolwide plan readily available to parents
- All Title I schools hold at least one meeting annually to solicit input for their Title I school plan(s), Parent Involvement Policy, and share the school's report card
- All Title I schools conduct an annual parent survey asking about Title I services and input on parent trainings
- All Title I schools hold at least one Family Night each school year
- All Title I schools shall follow School Board Parent Involvement Policy 1154

Method of communicating with parents

All information related to school and parent programs, meetings and other activities shall be sent to parents in a format and, to the extent practicable, in a language the parents can understand.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

TYPE 1 PARENTING Help all families establish home environments to support children as students.
Sample Practices
<ul style="list-style-type: none"> • Suggestions for home conditions that support learning at each grade level. • Workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level. • Parent education and other courses or training for parents (e.g., GED, college credit, family literacy.) • Family support programs to assist families with health, nutrition, and other services. • Home visits at transition points to pre-school, elementary, middle, and high school. Neighborhood meetings to help families understand schools and to help schools understand families.
Challenges
<ul style="list-style-type: none"> • Provide information to <i>all</i> families who want it or who need it, not just to the few who can attend workshops or meetings at the school building. • Enable families to share information with schools about culture, background, children's talents and needs. • Make sure that all information for and from families is clear, usable, and linked to children's success in school.
Redefinitions
<ul style="list-style-type: none"> • <i>"Workshop" to mean more than a meeting about a topic held at the school building at a particular time. "Workshop" may also mean making information about a topic available in a variety of forms that can be viewed, heard, or read anywhere, any time, in varied forms.</i>
Results for Students
<ul style="list-style-type: none"> • Awareness of family supervision; respect for parents. • Positive personal qualities, habits, beliefs, and values, as taught by family. • Balance between time spent on chores, on other activities, and on homework. • Good or improved attendance. • Awareness of importance of school.
Results for Parents
<ul style="list-style-type: none"> • Understanding of and confidence about parenting, child and adolescent development, and changes in home conditions for learning as children proceed through school. • Awareness of own and others' challenges in parents. • Feeling of support from school and other parents.
Results for Teachers
<ul style="list-style-type: none"> • Understanding families' background, cultures, concerns, goals, needs, and views of their children. • Respect for families' strengths and efforts. • Understanding of student diversity. • Awareness of own skills to share information on child development.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

TYPE 2 COMMUNICATING
<p>Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.</p>
<p style="text-align: center;">Sample Practices</p> <ul style="list-style-type: none"> • Conferences with every parent at least once a year, with follow-ups as needed. • Language translators to assist families as needed. • Weekly or monthly folders of student work sent home for review and comments. • Parent/student pickup of report card, with conferences on improving grades. • Regular schedule of useful notices, memos, phone calls, newsletters, and other communications. • Clear information on choosing schools or courses, programs, and activities within schools. • Clear information on all school policies, programs, reforms, and transitions.
<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • Review the readability, clarity, form, and frequency of all memos, notices, and other print and nonprint communications. • Consider parents who do not speak English well, do not read well, or need large type. • Review the quality of major communications (newsletters, report cards, conference schedules, and so on). • Establish clear two-way channels for communications from home to school and from school to home.
<p style="text-align: center;">Redefinitions</p> <ul style="list-style-type: none"> • <i>"Communications about school programs and student progress" to mean two-way, three-way, and many-way channels of communication that connect schools, families, students, and the community.</i>
<p style="text-align: center;">Results for Students</p> <ul style="list-style-type: none"> • Awareness of own progress and of actions needed to maintain or improve grades. • Understanding of school policies on behavior, attendance, and other areas of student conduct. • Informed decisions about courses and programs. • Awareness of own role in partnerships, serving as courier and communicator.
<p style="text-align: center;">Results for Parents</p> <ul style="list-style-type: none"> • Understanding school programs and policies. • Monitoring and awareness of child's progress. • Responding effectively to students' problems. • Interactions with teachers and ease of communication with school and teachers.
<p style="text-align: center;">Results for Teachers</p> <ul style="list-style-type: none"> • Increased diversity and use of communications with families and awareness of own ability to communicate clearly • Appreciation for and use of parent network for communications. • Increased ability to elicit and understand family views on children's programs and progress.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

TYPE 3 VOLUNTEERING Recruit and organize parent help and support.
<p style="text-align: center;">Sample Practices</p> <ul style="list-style-type: none"> • School and classroom volunteer program to help teachers, administrators, students, and other parents. • Parent room or family center for volunteer work, meetings, resources for families. • Annual postcard survey to identify all available talents, times, and locations of volunteers. • Class parent, telephone tree, or other structures to provide all families with needed information. • Parent patrols or other activities to aid safety and operation of school programs.
<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • Recruit volunteers widely so that <i>all</i> families know that their time and talents are welcome. • Make flexible schedules for volunteers, assemblies, and events to enable parents who work to participate. • Organize volunteer work; provide training; match time and talent with school, teacher, and student needs; and recognize efforts so that participants are productive.
<p style="text-align: center;">Redefinitions</p> <ul style="list-style-type: none"> • <i>"Volunteer" to mean anyone who supports school goals and children's learning or development in any way, at any place, and at any time -- not just during the school day and at the school building.</i>
<p style="text-align: center;">Results for Students</p> <ul style="list-style-type: none"> • Skill in communicating with adults. • Increased learning of skills that receive tutoring or targeted attention from volunteers. • Awareness of many skills, talents, occupations, and contributions of parent and other volunteers.
<p style="text-align: center;">Results for Parents</p> <ul style="list-style-type: none"> • Understanding teacher's job, increased comfort in school, and carry-over of school activities at home. • Self-confidence about ability to work in school and with children or to take steps to improve own education. • Awareness that families are welcome and valued at school. • Gains in specific skills of volunteer work.
<p style="text-align: center;">Results for Teachers</p> <ul style="list-style-type: none"> • Readiness to involve families in new ways, including those who do not volunteer at school. • Awareness of parents' talents and interests in school and children. • Greater individual attention to students, with help from volunteers.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

TYPE 4 LEARNING AT HOME Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
<p style="text-align: center;">Sample Practices</p> <ul style="list-style-type: none"> • Information for families on skills required for students in all subjects at each grade. • Information on homework policies and how to monitor and discuss schoolwork at home. • Information on how to assist students to improve skills on various class and school assessments. • Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class. • Calendars with activities for parents and students at home. • Family math, science, and reading activities at school. • Summer learning packets or activities. • Family participation in setting student goals each year and in planning for college or work.
<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • Design and organize a regular schedule of interactive homework (e.g., weekly or bimonthly) that gives <i>students</i> responsibility for discussing important things they are learning and helps families stay aware of the content of their children's classwork. • Coordinate family linked homework activities, if students have several teachers. • Involve families and their children in all-important curriculum-related decisions.
<p style="text-align: center;">Redefinitions</p> <ul style="list-style-type: none"> • <i>"Homework" to mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life.</i> • <i>"Help" at home to mean encouraging, listening, reacting, praising, guiding, monitoring, and discussing -- not "teaching" school subjects.</i>
<p style="text-align: center;">Results for Students</p> <ul style="list-style-type: none"> • Gains in skills, abilities, and test scores linked to homework and classwork. • Homework completion. • Positive attitude toward schoolwork. • View of parents as more similar to teacher and of home as more similar to school. • Self-concept of ability as learner.
<p style="text-align: center;">Results for Parents</p> <ul style="list-style-type: none"> • Know how to support, encourage, and help student at home each year. • Discussions of school, classwork, and homework. • Understanding of instructional program each year and of what child is learning in each subject. • Appreciation of teaching skills. • Awareness of child as a learner.
<p style="text-align: center;">Results for Teachers</p> <ul style="list-style-type: none"> • Better design of homework assignments. • Respect for family time. • Recognition of equal helpfulness of single-parent, dual-income, and less formally educated families in motivating and reinforcing student learning. • Satisfaction with family involvement and support.

Joyce L. Epstein, Ph.D., et. al., Partnership
 Center for the Social Organization of Schools
 3505 North Charles Street
 Baltimore, MD 21218-3843

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

TYPE 5 DECISION MAKING Include parents in school decisions, developing parent leaders and representatives.
Sample Practices
<ul style="list-style-type: none"> • Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation. • Independent advocacy groups to lobby and work for school reform and improvements. • District-level councils and committees for family and community involvement. • Information on school or local elections for school representatives. • Networks to link all families with parent representatives.
Challenges
<ul style="list-style-type: none"> • Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school. • Offer training to enable leaders to serve as representatives of other families, with input from and return of information to all parents. • Include students (along with parents) in decision-making groups.
Redefinitions
<ul style="list-style-type: none"> • <i>"Decision making" to mean a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas.</i> • <i>Parent "leader" to mean a real representative, with opportunities and support to hear from and communicate with other families.</i>
Results for Students
<ul style="list-style-type: none"> • Awareness of representation of families in school decisions. • Understanding that student rights are protected. • Specific benefits linked to policies enacted by parent organizations and experienced by students.
Results for Parents
<ul style="list-style-type: none"> • Input into policies that affect child's education. • Feeling of ownership of school. • Awareness of parents' voices in school decisions. • Shared experiences and connections with other families. • Awareness of school, district, and state policies.
Results for Teachers
<ul style="list-style-type: none"> • Awareness of parent perspectives as a factor in policy development and decisions. • View of equal status of family representatives on committees and in leadership roles.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

TYPE 6 COLLABORATING WITH COMMUNITY Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
Sample Practices
<ul style="list-style-type: none"> • Information for students and families on community health, cultural, recreational, social support, and other programs or services • Information on community activities that link to learning skills and talents, including summer programs for students. • Service integration through partnerships involving school; civic, counseling, cultural, health, recreation, and other agencies and organizations; and businesses. • Service to the community by students, families, and schools (e.g., recycling, art, music, drama, and other activities for seniors or others). • Participation of alumni in school programs for students.
Challenges
<ul style="list-style-type: none"> • Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities. • Inform families of community programs for students, such as mentoring, tutoring, business partnerships. • Assure equity of opportunities for students and families to participate in community programs or to obtain services. • Match community contributions with school goals, integrate child and family services with education.
Redefinitions
<ul style="list-style-type: none"> • <i>"Community" to mean not only the neighborhoods where students' homes and schools are located but also any neighborhoods that influence their learning and development.</i> • <i>"Community" rated not only by low or high social or economic qualities, but by strengths and talents to support students, families, and schools.</i> • <i>"Community" means all who are interested in and affected by the quality of education, not just those with children in the schools.</i>
Results for Students
<ul style="list-style-type: none"> • Increased skills and talents through enriched curricular and extracurricular experiences. • Awareness of careers and of options for future education and work. • Specific benefits linked to programs, services, resources, and opportunities that connect students with community.
Results for Parents
<ul style="list-style-type: none"> • Knowledge and use of local resources by family and child to increase skills and talents or to obtain needed services • Interactions with other families in community activities. • Awareness of school's role in the community and of community's contributions to the school.
Results for Teachers
<ul style="list-style-type: none"> • Awareness of community resources to enrich curriculum and instruction. • Openness to and skill in using mentors, business partners, community volunteers, and others to assist students and augment teaching practices. • Knowledgeable, helpful referrals of children and families to needed services.

Parent Engagement Task Force
October 7, 2014

Meeting Materials

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Fairbanks North Star Borough Board of Education

Parent Engagement Task Force Meeting

Tuesday, October 7, 2014

Administrative Center, 4th Floor - Room 426

Agenda

Introductions

Revision of timeline

Development of a shared understanding of meaningful and measurable parent engagement

Highlights of administration's input

Drafting of questions for parents

Fairbanks North Star Borough Board of Education

Parent Engagement Task Force

Notes from Meeting of June 23rd, 2014

In Attendance:

Michele Bifelt, Scott Calder, Heather Johnson, Andrew Lesh, Georgia Sandgren, Ernie Shipman, Angela Wohlford, Kate LaPlaunt, Dan Domke, Bill Bailey, Co-Chair, Jennifer Schmidt, Co-Chair

Each member introduced themselves and explained their affiliation (parent, teacher, principal, and at what schools), and then each mentioned what he or she thought Parent Engagement or Parent Involvement means to get the group thinking and speaking on the topic.

Some of the descriptions presented for parent involvement by members are:

Parents should expect the school to be engaged, too, and responsive to the parent when the parent contacts the school. Parents need to be able to trust the school. The parent is the ultimate authority.

Communication that helps the parents understand and allows the school and parents to understand and meet each other's needs. Helps form a "community".

Parents have the responsibility to be children's advocate. Would like it to be parent and community- not just community. Parents being comfortable going into the school.

Parent engagement can look very different as their children go through the school district.

Timely communication and relationships.

Recognizing diversity and being culturally sensitive while helping people feel comfortable being involved.

Communication is a true exchange of information with clear expectations- what is expected of me and what do they need from me. Responsiveness to concerns.

Communication should be succinct and meaningful.

Instead of engagement-likes to think of partnership. Parents have to leave work to meet with students/ teachers. Would like to see increased high school parent involvement.

Need to be aware of diversity barriers such as language. Respect the parents-listen-communicate.

Parent involvement for "parents who work". Parents can be involved in setting up or attending activities at school.

Parents are informed of what is going on. Parent concerns are addressed.

Parents don't always feel comfortable coming to school. They may have bad memories of school. Help find common ground.

Georgia is the military liaison on Eielson AFB and there was discussion of whether there are any parent advocates in other schools.

Members of the Committee then listed Possible Issues for the Parent Engagement Task Force to Focus On. Each member had 5 post-its, and was asked to distribute to the issues that the member felt was most important for us to focus on. The ideas and the number of votes counted are listed below.

Communication that works well for both parties. Look at it from the consumer viewpoint. Is it the right information? What is working well, what is not. (9)

Limitations of Powerschool. What tools do we have- how can we use it. (2)

Breakdown on ethnicity on who is attending Parent/Teacher Conferences- other info regarding P.T. Conferences- does it differ for sons and daughters? (3)

Who is involved in PTA or other activities?

Attendance-proposed policy changes may upset involved parents.

School has a way to correct itself in dealing with parents-parent discretion based on action by institution- school work for parent.

Parent College Information Nights- should be in 8th or 9th grades. (2)

Career Planning- 7th grade and up. (1)

Parents need to know how to contact school with concerns. Should be open to parents. (1)

When parents are enrolling students-how to brief parents-orientation for parents on how to advocate for their kids and find information. (5)

Parent Nights- are they effective in communicating with parents

Student Parent Handbook

Come up with different options/examples for parent involvement so parents have ideas of how they might be involved. (5)

What parents do we want to focus on? (4)

How are PTA's involved? How can they be helped to involve parents? (1)

School climate and being welcoming. (2)

Customer Service for front line personnel. (4)

Expect school to be engaged when parent contacts school-parents need to trust the school-parent ultimate authority (5)(from the first list defining parent engagement)

For the Next Meeting-

Bill and Jennifer will try to have the following information available for the next meeting, on July 14th-

School Climate Survey information

School Attendance Report

Parent Teacher Conference Participation numbers

One Focus of next meeting will be on how to gather more information from parents, to help the task force do our work.

Jennifer and Bill will also try to get information from the Administration on what they think constitutes effective parent engagement/involvement.

Next meeting Monday, July 14th, 5:15-7:15pm. Snacks will be provided.

Parent Engagement Feedback from School Administrators
August, 2014**Summary of Responses from Elementary Schools:**

We asked the principals **what measurable and meaningful parent engagement looks like.**

As far as **measurable parent engagement**, many of the responses capture traditional means of knowing if parents are involved in traditional school activities. Schools are able capture data on parent involvement in several school activities such as parent teacher conferences, PowerSchool use, attendance at school events, field trip support, PTSA membership, teacher contacts, principal contacts, etc. These are currently easily measurable means to discern if parents are becoming increasingly engaged over time. These were consistent across sites.

Michael Angaiak, Anne Wien Principal, identifies his school's strategies at effective parent engagement by having had *purposeful and positive attempts at building relationships with family and community*. Highly visible efforts, positive communication, and staff striving to know each family on a personal level are part of his school's efforts at parent engagement.

At the same time, however, principals know that the most **meaningful parent engagement** in a child's learning occurs where there are no sign in sheets -at the kitchen table and in the conversations parents have with their children about education and school. The day to day interactions that demonstrate a parent's interest in their learning are the most meaningful, yet schools cannot capture this data directly.

The more meaningful the engagement, the less it is able to be directly measured. Kate LaPlaunt, Pearl Creek Principal, provided an analogy that she shared with principals at a meeting this fall. She compared the school's task of engaging parents to public health nurses' work with their patients. Public health nurses have no control over the behavior of their patients, but through purposeful communication and actions, they work to change behaviors that positively impact the health of both their patients and their patients' communities. Increasing parent engagement is about impacting the behavior of parents we have no authority, or control over. We can influence attitudes and behaviors in positive or negative ways *though*, so it makes sense that we are purposeful about impacting this behavior.

Anderson Elementary Principal Shari Merrick included attachments from the Alaska Parent Information Resource Center that she uses with parents to help give them ideas on how to be supportive and engaged. I have included those as well as an example of how schools can help support parents in that deep level of engagement.

Schools responding:

Anderson
AnneWien
Arctic Light

Badger
Denali
Hunter
Ladd
Nordale
Pearl Creek
Salcha
Ticasuk
Two Rivers
University Park
Woodriver

Joy responded that being a new principal and with the busy time of year, they just did not have the time yet to get this feedback from the school community yet.

School Responses:

You may want to use some of these as references for the Task Force, with our without school names attached.

Anderson

My belief is that parents want their children to be successful learners. Even if they don't have the time, skill or resources to do this, even if they have had bad past experiences with schools, part of being a parent is wanting what is best for your child. This is a lifetime commitment for a parent. Our job as educators is to work in partnership with parents, build relationships and inform parents so we are all working together for the best interest of our children. Attitude is everything. The most important element in meaningful parent involvement is to believe in the good intentions of our parents and understand what a challenging undertaking it is to raise children.

Meaningful parents involvement entails:

- Regularly communicating with parents about what is happening at school and more specifically what is happening with their child at school.
- Organizing activities that invite parents to participate in events taking place at school.
- Maintaining a home school connection (i.e., phone calls, newsletters, emails).
- Sharing with parents the data we are gathering on their child (i.e., portfolios, assessments, daily work).
- Notifying parents of school expectations (i.e., discipline policies, traffic procedures, pick up and drop off, supplies, resources available).
- Involving parents in the educational decisions that effect their child.
- Actively listening to parent concerns and helping them gain a broader perspective on the issues important to them.
- Helping parents understand that you are on their side.
- Keeping parents informed on information effecting their child (i.e., curriculum, test scores, home work, interventions, grades).

- Creating opportunities to help parents gain the skills they need to help their child succeed in school.

Principal Shari Merrick also attached information from AKPIRC.

AnneWien

I'm sure my responses for Anne Wien's parent engagement efforts are identical to all of our elementary schools, but the foundation for everything that we do here is built on relationships.

Just like in our classrooms where we see a marked difference in students' educational efforts when they know, through teacher's words and actions, that their teachers care for them, we also see participation and engagement from our parents grow when they feel our school has a place for them. The key for us at the beginning of the year is just to let them know that there is, indeed, a place for them at our school and that there will be a familiar, friendly face waiting here for them when they arrive. It's the "Cheers" model: you want to go where everybody knows your name. Our front office staff, including both secretaries and our nurse, are innately aware of customer service and would most likely create a welcoming atmosphere regardless of where they worked, but we do talk aloud here about the importance of first impressions and those greeting that new families get when arriving at our school. As for specific actions, here are some of the steps we use to keep connected with parents:

- I use BlackBoard Connect calls pretty religiously to get the word out about school events and activities. We've already sent out two this year, with the next one scheduled for next week. Feedback has been almost unanimously positive. (I did run into the husband one teacher this last weekend who said his wife was still working at school during our last call, so he jumped out of the shower to answer the phone, only to hear "that damn happy Michael Angaiak calling again!" He really was laughing when he told me.) We've recorded other teacher's voices, PTA members, and students for these calls, as well.
- For kindergarten registration in the spring, we register during the established days but also set up a special night registration period, with food out for the evening registration session, a play area in the commons for children, extra staff on hand to greet parents, goodie bags with books, math manipulative, crayons, and pencils for all new students. This all means an extra night of work for staff members but the payoff in parent relationships is certainly worth it.
- Our original "Parent University" evening sessions for parents evolved into official "Parenting Partners" classes when we became a Title 1 school. These Friday evening and Saturday morning sessions twice a year have been powerful weekends for those parents who have attended.
- We schedule family nights at least 4 times a year both through our PTA and our After School Program. Movie nights in the gym have been very popular with

sleeping bags and mats scattered throughout the gym and \$1 hot dogs and popcorn on sale. Dinosaur Night linked with UAF museum and our Children's Museum night were also both very popular.

- In the building, we have an established Very Important Person room dedicated for parent use. The VIP room is used during the day by parent volunteers, as well as by our PTA E-Board for evening meetings. I must say that I've been incredibly impressed by Anne Wien's PTA since I arrived here last year. Like the Parent Engagement Task Force, though, they are also looking at ways to include more parents in activities rather than always relying on the same core group of parents for most PTA events.
- When our parents do come in, it has been helpful for our PTA to give up, or at least share, ownership and decision-making on the event to the parent volunteer. We started a new scarf project last year where all 400 students in the building were given material to make a winter scarf and a new parent stepped up to volunteer to organize the activity. At first, she asked numerous questions over details, seeking permission to continue with her ideas, but when she was consistently supported to just run with her great ideas, she really took ownership and the activity turned out to be a great success.
- And from my position as principal, I simply try to be as visible as possible. I do morning and afternoon car and bus duty whenever possible so I'm one of the first faces our families see when they arrive on campus. I play outside at recess whenever I can, and I suppose that is a large part of my approach to parent engagement: As a teacher, I knew that the only way I could get some of my families into my classroom was through their kids; to make their child so excited and so proud to share a performance or school activity that they would be forced to come into the building and see. When students go home and tell their parents about playing on the playground, it helps to seed some of those relationships and gives me a better starting point to connect with parents when they do come into the building. It's all based on relationships.

Arctic Light

- conversations with teachers about their children's progress
- advocacy for programs through MFLC or Military Liaison
- advocacy for clubs and parental involvement in clubs parental involvement in coming into the classroom to help
- showing up at school sponsored events
- filling out parental surveys
- informal and formal interactions with staff
- informal and formal interactions with principal

Badger

Here are my thoughts for some measureable and meaningful engagement:

- attend back-to-school / open house function
- attend both scheduled parent conferences
- help your student attend school regularly and punctually
- read communications from school
- oversee / assist your student with homework at least twice a week
- check Powerschool weekly
- go over report card quarterly
- contact your child's teacher with any questions rather than stewing about issues
- attend at least two other school events (e.g. fall festival, concert, holiday program, donuts for dads, spirit assembly, chaperoned event, sport event)
- talk to your student weekly about how school is going
- contact the principal with unresolved issues rather than spreading ill will
- work for reasoned, constructive, positive solutions for all school issues

Denali

Parent engagement looks like:

- Parents feeling welcomed when they walk into the building both by the physical set-up of benches and table area but also by office staff when they first walk in.
- It doesn't matter what day it is, when you walk through the hallways or classrooms you find parents engaged in volunteer activities, having lunch with their children, or having conversations with one another.
- Active participation in back to school night, family centered activities that are held in the building, and classroom parent nights.
- A sense of ownership in the school and that parent thoughts and concerns are heard and validated.
- Participation in parent teacher conferences.
- Teachers having regular conversations and communication with parents throughout the year, not just at parent/teacher conference time.
- When questions arise, parents feel comfortable calling the teacher and/or school to get them answered.

Hunter (responses from staff):

Measurable:

We keep track of attendance at our Parent Partners meetings, family nights with a sign in sheet, teachers keep track of parent volunteers and they are invited to an end-of-the year appreciation lunch, also have parents fill out survey's at family nights.

Meaningful:

When they are meaningful, parents show up. We know because we receive feedback. Our Harvest feast, BINGO for books, math night, are very well attended.

Ladd (responses from staff):

After speaking with some staff members, we came up with several examples. However, the sentiment all comes back to parents feeling positively about learning and school and then demonstrating that to their children. It can be asking questions about their day at the dinner table, volunteering in the classroom, attending school sport/extra curricular events, etc. A few people felt that parent engagement is truly seen when parents question and/or give suggestions to improve the quality of their child's education.

Nordale:

Engaged parents:

- attend their student(s) Parent/Teacher Conferences. (easily measured)
- join PTA (easily measured)
- participate in school activities. i.e movie night, music shows, pastries for parents and/or awards assemblies (easily measured)
- check Power School on a regular bases and contact teachers when there is a question (tougher to measure but probably not impossible???)
- help out with field trips or other classroom activities (easily measured)
- contact principal/teacher when concerned (easily measured)
- visit their child's class once a year on a regular day (not a special event) (easily measured) We under encourage this activity but it probably lets parents know more about what is going on in the school/classroom than all the others listed.

Pearl Creek

Ms. LaPlaunt, Pearl Creek Principal, provided an analogy that she shared with principals at a meeting this fall. She compared the school's task of engaging parents to public health nurses' work with their patients. Public health nurses have no control over the behavior of their patients, but through purposeful communication and actions, they work to change behaviors that positively impact the health of both their patients and their patients' communities. Increasing parent engagement is about impacting the behavior of parents we have no authority, or control over. We can influence attitudes and behaviors in positive or negative ways though, so it makes sense that we are purposeful about impacting this behavior.

Salcha (various responses from staff/parents shared):

- "Hmmm.. this is tricky because sometimes we are talking about differing values.
- "How can you measure engagement? Is it homework completed? Attendance rate? Are we judging? I'd ask these questions. What are they getting at?"
- "Don't we measure our parent engagement by the sign in sheet?"
- "As a parent I think clear two way communication is very important. (which of course we at Salcha do well with). Its most Parents' desire to be helpful and supportive with our children but our desire can be tempered by many other demands on our time--especially as a single parent with other kids and working responsibilities. If we are to become engaged, then we need to have the following information from you or at least I do.

- o The specific tasks and what they involve.
- o The estimated time commitment for the tasks.
- o Positive feedback from you or the staff looking for commitment."

Ticasuk:

Parent Engagement is a tough one! I think that parents can be meaningfully engaged in many ways, for example, they can read to their child, help their child with homework or be engaged in their student's academic life by asking questions at the dinner table. However, when it comes to measuring this type of engagement that could be more challenging, but perhaps a survey monkey to parents with questions that center around how much help/support they give to their children a night would be beneficial. I have observed a decline in more traditional ways of parent engagement like volunteering in the classroom or helping with the PTA. One point we tried to make with our PTA and to parents, is for parents to get involved, even if it means that they can only come to help set up for the Fall Festival and to communicate it is okay to volunteer for one hour, one time a month or year. I know that you mentioned measurable and we have a sign in sheet for our parent volunteers to log their hours. However, I still feel much of the meaningful work is done at home when parents take the time to connect with the child regarding their day and I think that is harder to measure. I am not sure if that is very helpful or not, but it is what comes to my mind at the moment.

Two Rivers:

For Two Rivers, parent engagement would look like the following:

- Parents attending and participating in parent nights (reading, math, family fun nights)
- Parents actively checking PowerSchool
- Parents in ongoing/proactive communication with teachers

University Park:

- What does measurable and meaningful parent engagement look like?
- Reluctant, rarely seen, parent comes to school more frequently the following year
- Parent signature on permission forms
- Parent initials on student's at home reading calendar /homework
- Parent response to surveys
- Participation at PTC
- Attendance at concerts, family nights, etc.
- Parents asking questions
- Parent offering solutions

Woodriver:

When I think about measurable, I think about goals set and accomplished. The biggest connection I have to this is our PTA. We recently had an ice cream social organized by the PTA and myself where we had 75% of our school (parents and students) come from 5:30-6:30 for a meet the teachers night. We did not set an attendance goal, but it was easy to see that it was a well attended event and that people enjoyed themselves.

Meaningful is a bit more difficult... meaningful can mean many things, but in the end I would have to describe it as anything that makes a positive difference in the life of a child. It could be academic, but it could also be social or emotional. There is such a wide range of things that can accomplish this that we do in schools it would be difficult to parse it all out. Whether it is parents volunteering in the classroom or attending concerts, their presence builds trust in what we are doing as well as giving them an insight as to how they can work with their students at home.

I know that these answers are not very specific, but the question is not one that can answered with a simple answer.

I think that there are definitely many events that could be considered meaningful engagement, and would not be the difficult to measure physical presence.

Parent Engagement Feedback from Secondary Principals

My thoughts on parent engagement are that it should be timely and meaningful. The two primary methods that I have found to work are in the formal and informal realms. The formal realms are mailings, newsletters, electronic communication, open houses and parent teacher conferences. The informal are interactions at school activities, community events and day to day school communications. Both formal and informal are important and I think we should seek a balance between the two.

My ideal parent engagement would include parents feeling welcome to come in to the school and assist in the solving of problems related to individual students (theirs or others), solving problems school wide (such as bullying, parking) and volunteering to step up and work hand in hand with the administration. Kristie and I started working on a non-traditional format for engaging and encouraging parent participation. Parents come out in force when their kids are performing or are being recognized but that does not necessarily equate to engagement.

PTSA's have not been successful since I have been here at Ryan, not sure if it is because the kiddos are only here for 2 years and families are already busy with other activities. I have seen a huge decrease as the economy begins to drop- more and more of my families are struggling financially.

Probably nothing new, but when schools (teachers) talk to parents about students concerns, we say to them what work is missing. That is not bad, but many times parents also want to know how as a parent can they help their child succeed. Is it organizational tools the student needs help with or help with math facts, etc?

For any of it to be meaningful, parents need to feel like their voice counts. Sometimes we as educators ask for parent input but we tend to push for what we feel is best. This does not always happen but if parents do not feel like they have a voice then they will back off and not engage in school activities. I think as long as we are responsive to reasonable ideas/request from parents, whether it is via survey or a parent phone call, then we will start seeing higher levels of parent engagement. We seem to get tons of parent engagement when it comes to the student activities. Somehow we need to figure out how to get that level of engagement in the academic side for more students.

My definition of meaningful parent engagement is anything that a parent does to positively affect their child's academic success. A couple examples of how this would look like are:

- A parent asking the simple question, "What did you learn at school today?" and then expecting conversation to follow about this.
- Parents helping students with homework.

- Parents supporting school discipline measures by disciplining their children at home.
- Parents praising and rewarding students for good news from the school.

Most of the truly meaningful parent involvement happens behind closed doors and is difficult for us to see let alone measure. However, we can encourage meaningful parent engagement by providing information in a timely manner that is easy for the parents to understand.

- Teachers should provide parents with information on what their children should be learning in school.
- There should ideas provided to parents on things they can do to support their child's learning (ie specific books they can read with their child, local museums they can explore, challenge problems to help with math, etc.).
- Teacher grade books should be updated more frequently than the 2 weeks currently required in the negotiated agreement. Assignment descriptions should be specific.
- Information, both good and bad regarding the student's progress and behavior needs to be communicated home clearly and frequently.
- In the end, our efforts to engage parents needs to have a direct and positive impact on student academic success including grades, test scores, and behavior.

Parent Engagement Feedback from Management Team Members

Bett Schaffhauser- Director of Employment and Education Opportunity

- Schools need to do more than just extend an invitation to the parent. Schools must ensure that the school welcomes the parent, that the parent will feel comfortable in the school, that the parent will be invited to dance as opposed to standing on the perimeter of the dance floor. It means the school leadership looks at its school's culture and assesses whether it encompasses its students' cultures. It means building relationships, personal relationships, caring relationships, real relationships
- Parents need to know that parent engagement covers the basics, too: feeding kids nutrition food on a regular basis, putting kids on a schedule so they go to bed at a regular time and get a solid night's sleep, getting them basic supplies, arrange space at home for projects and homework.

Heather Rauenhorst- Director of Grants and Special Projects

- I note the use of the word "engagement" instead of "participation". I see participation being focused on the parent's role whereas the word engagement to me more effectively conveys the two-way street that parents and school staff share in the mutual desire to bring out the best in students. Although its expression varies widely across grade levels, at its core parent engagement must be student-centered if it is to be "meaningful". For high school parents this might mean helping with college or career-related applications at home, filling out a FAFSA, coming to a sports event, chaperoning a dance, fundraising for a class trip, or simply emailing a teacher via PowerSchool. For kindergarten parents this might look like reading with their child at bedtime, donating craft supplies for the classroom, volunteering at the science fair, or sending a note to keep the teacher informed about their child's health issues. To me, "measurable" parent engagement is NOT a headcount of who showed up in person to a PT conference. If we want to hope to measure movement on some sort of scale, we would need to use something like the excellent surveys and other tools that have been developed in other parts of the country. That's my two cents.

Yatibaey Evans- Alaska Native Education Coordinator

- could include the teacher calling home at the beginning of school to introduce themselves to the family and let them know of some of the great upcoming activities. They can ask them, "If you could share one great thing about your child what would that be?" Ask if the parent can come to either read a book in the classroom, spend lunch in the classroom, or share about their hobby or job with the students. It can be measured by the responses given and how many parents follow through. As the teacher continues to get to know the family they can ask them again if they haven't come already.

Katie Sanders- Director of Library Media Services

- Parents are encouraged to set up a parent/family library card and utilize school library resources, for their students, younger siblings as well as themselves. Many libraries have a parent resource collection. I always encouraged parents to read some of the books in the collection to be role models and to build a group of parents discussing children's literature. It was a powerful motivator for their children.
- Parents may also set up an account with Library Media services to borrow resources for our district collection.
- Parents are encouraged to get training to be able to substitute in the elementary libraries as well as to apply for a position as a Library Clerk at an elementary library.

Parent Engagement Feedback from Management Team Members

- Parents are encouraged to volunteer at all grade levels. At the middle (and high) school level this can often be a way for them to participate in their child's school without being as 'visible' when students are looking for more independence.

Virva Elliott- ELL/Bilingual Program Coordinator

- For ELL parents, these activities may not be as easy as "just show up and participate" - ELL parents may not know the English well enough to understand what is going on in the meetings. ELL parents may need additional support in the form of language interpreting services in order to make any form of parent involvement meaningful to them. Meaningful parent involvement from parents' point of view means the parents knowing that they are making a difference, that they have a voice in their student's school, that they can be part of decision making, that they can participate, and that they are heard. Meaningful parent involvement is within the abilities of the parents - we have to go halfway to the parents; in the case of the ELL Program this would most often translate into offering interpreter services at school/program meetings and events.
- Offer online services where the parents can voice their opinion to part of the decision making process. Parents do not necessarily need to be present in a meeting to be able to share their thoughts. - for our district there is Google+ which could be utilized as a parent-school-program communication board to gather input from parents.
- Being within abilities also means not asking parents to do something they do not know how to solve Algebra problems. It can be very stressful to try to help a student with homework when one doesn't know where to begin with it in the first place.
- It may be more meaningful to have students bring home *completed* assignments and explain them to parents and return them to school with parents' comments. This way parents still know what is going on (without the stress of homework), and students get to shine in front of their parents, be praised, and grow more self-confident.

Johanna Carson- Community & Public Relations, Communications Director

- To the community and public relations department, meaningful and measurable parent engagement means that schools are not only informing parents of relevant information in a timely and consistent manner but are also providing constant opportunities for two-way communication and involvement at both the school and district level.

The following proposed activities would support the schools' efforts in meaningful and measurable parent engagement:

- Assess principals on current school engagement efforts.
 - How are schools ensuring that parents feel welcome in their schools?
- Survey parents on how they would like to be involved with their schools.
- Compile survey results and provide recommendations for school administration and principals to enhance school-to-parent communication.

- Actively inform parents of the various open lines of communication that parents have with their schools and the district.
 - Principal Meetings
 - Parent-Teacher Conferences
 - PowerSchool
 - School Board Meetings
 - PTA
 - Phone, Email, Mobile App Feedback Line

Helen Clark- Director of Federal Programs

- keeping the child's welfare and learning the primary factor in making professional development choices,
- being sure parents and families of all the students are in the physical school building often and for a variety of reasons,
- parents helping to plan professional development that keeps teachers working in partnership with families since only with engaged, communicative parents can teachers know the family values, dynamics, preferred communication methods and styles of their students' homes,
- parents modeling lifelong learning, e.g., in Parenting Partners participation and co-leadership, reading aloud to children and reading independently in front of children, sharing knowledge about heritage, nature, and/or special skills,

Meaningful parent engagement is best measured using multiple means of measurement including:

- Reflection notes from phone, text, tweets, and face-to-face conversations
- Minutes of formal meetings
- Sum of hours dedicated to examining data and helping to make instruction and programming decisions (gleaned from sign-in and sign-out sheets)
- Thank you notes or notes of concern analysis
- Sign-in sheets analysis
- Recording parent questions and suggestions then documenting how those questions and suggestions inform instructional decisions about a variety of topics
- Minutes of PLCs that show how parent engagement helped to inform instructional decision-making
- Teachers' lesson plans and/or reflections might also be documentation of use of parental input
- Tracking the percent of parents who come to school to analyze the frequency and purposes of their visits
- Pictures and minutes of planning meetings and events
- Anecdotal records of conferences
- Use of PowerSchool can be ascertained during conferences so teachers are aware of the interests and skills parents bring to being informed partners in educating their children.

- Peggy Carlson- Executive Director of Curriculum

- Provide feedback on curriculum revision and materials review
- Check out either professional development or curricular materials from the Curriculum Dept.
- Participate in professional development offered through the Curriculum Dept.
- Support annual programs, such as Kids Voting, in their child's schools
- Support their child's participation in "supplemental" educational experiences such as:
 - Science Fair
 - History Day
 - Spelling Bee
- Attend school or districtwide Parent Nights, e.g. Math, Science, Literacy,
- Learn about new communication tools from the district and their children's schools:
 - District webpage
 - School webpages
 - District app
 - Emailed newsletters

What does meaningful and measurable parent engagement mean to Administrative Services?	Meaningful?	Measurable?
Nutrition Services		
1. Parents that use the district's website to access free & reduced meals application, ParentOnline payment system, and information on menus, ingredients and other program information.	Y	Not currently
2. Parents who contact Nutrition Services for assistance with meals applications, student accounts, fresh fruits & vegetable program, meals eligibility expiration date, etc.	Y	Not currently
3. Parents participation in community outreach events such as school fairs, open houses, Tanana Valley Fair etc.	Y	Not currently
4. Parents participation and discussion with allergy management and menu development.	Y	Not currently
5. Possibly could allow parent volunteers		
Pupil Transportation		
1. Parents utilization of late buss texting app.	Y	Not currently
2. Parents utilization of on-line bus route maps.	Y	Not currently
3. Personal communication with parents regarding complaints or other bussing issues.	Y	Not currently
Purchasing		
1. Rarely, and in most cases would be indirectly.		
Accounting		
1. Rarely, and in most cases would be indirectly.		
Business Services		
1. Because we supervise the copier contract – volunteer parents need to be trained to perform simple, concrete, easily accomplished, yet time consuming tasks so teachers and school staff spend less time at the copiers.	Y	Not specifically
2. Other involvement, but most cases would be indirectly.		
Business Office		
1. Parents that participate in the budget process as part of the citizens budget review committee or through other testimony to the board or communication with the legislature.	Y	Not currently

SPED Parent Engagement

We have approximately 2,200 students in special education. Through the course of a year we serve in excess of 2,800 students (partial year students, etc.). Parent participation is a hallmark and a federal requirement in special education. That said here are a few items.

3,400+ IEP meetings per year, requiring parental participation.

We organize and host a disabilities community services fair which is held in the spring of each school year. All parents are invited to come to the fair. Approximately 80 parents attended this last spring.

We conduct 2-3 community presentations to parents each year on SPED issues in conjunction with other community agencies.

With our state monitoring, each year, there is a parents' evening with the state administrators to voice concerns and compliments.

We participate in the Ft. Wainwright back to school fair.

We set up a booth at the Tanana Valley State Fair on disability awareness days.

SPED parent forum meets 2-4 times per year.

We respond to a constant stream of phone calls and emails to from parents.

Child find screenings 150+, per year.

Child find transitions from Part C (infant learning) to Part B (school based sepd) 50+ per year.

Parent Engagement Task Force
Technology Department Input
September 8, 2014

The technology department strives to facilitate using technology to engage parent communication with various types of technology:

PowerSchool Guardian Portal

- Guardian Login's are logged so that we know how often parents use this tool.
- Grades & Attendance
- School Bulletins
- Alaska Performance Scholarship Tracker
- Student Test Scores
- Online Resources
- Student Immunization Status
- Diversity Issues
- Online Resources
- Late Bus Notification

PowerSchool Mobile App for Parents

Allows parents to monitor grades and attendance

ParentLink Mobile App – aka FSD Mobile App

- Staff Directory for district and schools
- PowerSchool Grades and Attendance
- Notifications
- Lunch Balance Access
- Calendars

Blackboard Connect

- Outreach Communication
- Attendance Communication
- Emergency Communication

District Website

- Calendars
- Contact Information
- News
- Forms
- General Information
- And More.....

8/11/2014

Get Real: Research-Based Parent Engagement

Presented by:
Sue Hull, President
Assistant to Nevada School Board
Kathy Hunsicker, Manager, Elementary Schools, LHS


Chuck Beyers, Chairman
Greenwood South Central School District
Former Assistant PTA President

Karen Aycox, Resource Teacher
Poudre Valley Title I Family Engagement



Over 60 Years of Research


Parent Involvement Is the Most Consistent Predictor of Student Success



Over 60 Years of Research


Parent Involvement Research Findings Consistently Show...

- When parents are involved, students achieve more, regardless of demographics
- The more extensive the involvement, the greater the gains
- Schools that involve parents rank higher on the "Quality Schools" measures
- Programs that involve parents outperform identical programs without parent involvement




Over 60 Years of Research

Principle #1 Different Activities Produce Different Outcomes









CHOOSE WISELY

- Comprehensive Approach = Broad Gains
- Focused Approach = Targeted Gains
- Know What You Want



Six Types of Involvement

 Parenting	 Communicating	 Volunteering
 Learning at Home	 Decision-Making and Advocacy	 Collaborating With Community

8/11/2014

**Measure Parent Engagement
Not by Default Measures...**

- Number of Volunteer Hours
- Number of School Events


Measure with...
**Specific Activities Aimed
at Targeted Outcomes**



Avoid the Trap!


**A Good Rule of Thumb
For Student Achievement Gains...**

- Expand Personal **Communication**
(Face to Face, Phone Calls)
- Focus on **Learning at Home**
(Homework Coaching, Signatures)
- Engage Parents in
**Decision Making &
Advocacy** for Their Child
(Goals & Problem Solving)




**A Good Rule of Thumb
Overall "Quality Schools" Gains...**

- Expand Parent Participation in School
Decision Making & Advocacy
(School Needs, Problem Solving, Political Advocacy)
- Enhance **Volunteer** Programs
(Natural Advocates, Sense of Community)



Principle #2


**Leadership
Matters**



**LEADERSHIP MATTERS
What School Boards Can Do...**


Develop a Comprehensive Policy

- Be specific about the
types of engagement you
want to occur
- Outline how you will
monitor progress and
evaluate



**LEADERSHIP MATTERS
What School Boards Can Do...**


- Set Clear, Measurable **Annual Goals**
- Identify **Dashboard Data & Targets**
- Include in **Staff Evaluation Tools**
- Consider Necessary
Budget Support
- Communicate Ongoing
Importance to the
Superintendent



8/11/2014

QUICK WINS
What School Boards Can Do...

- **Recognition "What You Honor Grows"**
 - Schools with exemplary practices
 - Teachers who go the second mile in parent engagement
 - Parents who have outstanding records of involvement
- **Create an Awareness Campaign**
 - Slogans ("Parents Make a Difference")
 - Signs, Buttons, Reader Boards
 - Newspaper Articles
 - Special Events
 - Community Presentations



QUICK WINS
What School Boards Can Do...


- **Develop an Advocacy Action Plan**
 - Key Communicators
 - Monitor Legislation & Engage Others
 - Hot Topics: Reform, Technology, Adequate Funds, School Safety, Career Technical Programs

"Eye on Legislation"
www.greenville.k12.sc.us




Principle #3

Provide Support & Structure




SUPPORT & STRUCTURE
Administrative Implementation Plan

- Who will have **Direct Responsibility?**
- Consider a **Parent Support Coordinator**
- **Principals Are Key**
- **Involve & Respect Teachers**
- Don't Forget Ongoing **Evaluation**




Principle #4

**Today's Parents:
Are Not Like
Their Parents**



Today's Parents
"Get In, Get Out, Get On With Your Life"

- **15 Minutes** or Less Per Night for Reading or Homework Help
- Effective Meetings = **60-90 Minutes**
- **No Project Planning** in Meetings
- Programs Must Be **Meaningful & Connected to Kids**



8/11/2014

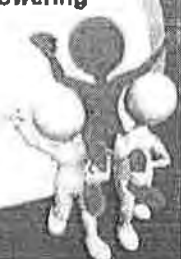
Principle #5

DO WHAT WORKS



IDEAS THAT WORK Parenting Support

- Parent University or "Empowering Parents" Conference
- Parenting Book Club
- "Parents Make the Difference" Newsletters from the Parent Institute
- Web Site Parenting Links



IDEAS THAT WORK Communication

- Elec. Media – Texts, Podcasts, Facebook
- Telephone – "2 to 1" Rule (Two Positive Calls Before Any Negative Issues) Provide Incentives for Staff
- Home Visits
- Parent Teacher Conferences
- Morning Coffee – Time to Talk



Remember...

Communication Is Not Just

- Sending Out a Newsletter
- Having an Online Grading Program

It's...

Building Relationships & Personal Connection



Avoid It's Trap!

IDEAS THAT WORK Learning at Home

- Monthly "Coaches" Column or Training
- Regular Parent Help Tips & Signature on Student Homework
- Computer Access at School in the Evenings
- Family "Math Night"
- Supt's Challenge



*Or Other Content Area

IDEAS THAT WORK Decision Making & Advocacy


- Site Council
- Budget Process
- "Keys to Problem Solving" Brochure
- "Courageous Parent: Successful Student" Advocacy Training
- "Meet the Parents" Legislative Night



8/11/2014


**IDEAS THAT WORK
Volunteering**

- "Three for Me" (3 Hrs./Yr., Invite Everyone, Buttons, Displays, Incentives, Rewards)
- **Pride Coupons, Free Lunches**
- "Guys Read" (More Male Participation)
- "Bring Your Parent to School"
- RTI Tutors
- Drop-in Tubs



Remember...
**Parent Engagement Is Not
About Raising Money**


It's About...
**Raising Achievement
& Improving Schools**



Avoid the Trap!

Principle #6
**Demographics Aside:
Parent Engagement
Makes a Difference**

**One District's
Experience**
Karen Aycox,
Fairfax-Virginia Title I Family
Engagement Resource Teacher



Research-Based

Dr. Karen Mapp:
Treated with **RESPECT**, Feel **WELCOME**, **TRUST**,
and Feel **VALUED**

Hoover-Dempsey:

1. Role Construct
2. Sense of Self-efficacy
3. School Involutions

National Network of Partnership Schools
www.partnershipschoools.org



Areas of Success

Welcoming Atmosphere/Climate of Partnership:


- Welcoming Atmosphere Walk Throughs
- Daniels Run ES: Parent Ambassadors
- Bailey's ES: Family Center – Open Door Policy

Outreach

- Welcome Walks/Welcome Bus
- Lynbrook Home Visits


Community Partnerships

- Weekend Backpack Food Programs
- Sleepy Hollow ES – Wiston Community Center



Current and Future Focus

- (eFACE) Electronic Family & Community Engagement
- Braddock ES – **Math Video Podcasts** in English, Spanish, and Vietnamese
- **Texting services** (i.e., Remind 101)
- **Social Media**
- **Blackboard Collaborate**



8/11/2014

In Summary... Key Principles

- Different Activities Produce Different Gains
- Leadership Matters
- Provide Structure & Support
- Today's Parents Are Not Like Their Parents
- Do What Works
- Demographics Aside:
Parent Engagement
Makes a Difference



NSBA Position

- NSBA's Beliefs and Policies – schools, parents, community partnerships to enhance learning
- Advocacy message
 - supports locally-designed parent engagement programs
 - opposes federal legislation with specific requirements
- NCLB provision: districts set aside 1% Title I funds for parent engagement
- NSBA's publication 2011
<http://www.nsba.org/Board/Leadership/School-Healthy-Families-as-Partners.pdf>
- Contact: Katherine Shek, NSBA legislative analyst
kshk@nsba.org



Questions? More Information?

Sue Hull
hull@acl.net

Chuck Saylor
chucksaylor@gmail.com

Karin Aycox
kaycox@lcpus.edu

<http://www.nba.org/Executive-Direct-Section/Interviews.pdf>

<http://www.nba.org/programs/content.cfm?id=number=3128>

**Formal Input to the Record of Fairbanks North Star Borough School District
Parent Engagement Task Force June and July Meetings, July 15th, 2014**

Prepared by Scott Trafford Calder

Parent Engagement

Some general areas of agreement on this subject are important to consider:

- 1) **Complexity**—Elements of communication, multiple possible process implications and constituency perspectives are generally acknowledged as intrinsic and widely variable.
- 2) **Active Parent Paradigm**—Independent of orientations to the subject or a programmatic viewpoint, the notion of parents as a group, subgroup, or as individuals who are ***doing something***, is acknowledged and considered in even the most divergent programmatic approaches to this subject.
- 3) **Need for Collaboration**—Diverse approaches suggested and under discussion thus far all require communication and collaboration to some degree, between parents and staff.
- 4) **Authority**—Again, independent of the orientation, perspective and viewpoint expressed or implied in each proposed approach, questions concerning the standing and decision making of parents, school personnel and elected officials are central to the subject.
- 5) **Timing**—Although the reasons, contexts and constituencies represented are varied and not systematically or thematically resolved, there is general agreement that coordinated activities of numerous people is intended, and timely messaging is necessarily required, in the subject, in the task force process, and in the reality of normal operations.
- 6) **Important Priority**—Apparently, no one disagrees that parent engagement is important, and that it should be a high priority for the FNSBSD.

Despite general agreement in several key areas, the only work product achieved thus far has been to polarize “engagement”, and to alert parents that more nuisance activity of a school bureaucracy is probably occurring. The task force is seeming to become a newer version of “the same old problem with the schools”—animus toward parents and parental authorities, as projected through expert management systems. Institutional biases conflict with individual and personal experiences or biases, which are important reasons for educational institutions. There is every reason to view institutional predominance over individual autonomy as a big problem.

Areas of disagreement appear to focus on:

- 1) Parents as decision makers, engaging school personnel as actors, for “child” success.
- 2) School personnel as decision makers, engaging parents as actors, for “student” success.
- 3) Methodologies of engagement in communication—active or passive roles for parents.

- 34 4) Ambiguity of process, of desired outcomes, and of measurements and definitions.
35 5) Institutional resistance to new ideas, external perspectives, and broader public process.

36 Process Issues:

37 **Clarity—**

- 38 a. There is no written directive, resolution or recorded vote, for the task force.
39 b. Agenda items and/or documents are not published with meeting notice.
40 c. There is no voting process or systematic record of motions or proceedings in
41 place to inform, include, and acknowledge public participants at large.

42 **Equity—**

- 43 a. Minority views are discounted, marginalized, diffused, and misrepresented.
44 b. Public participation is poor so far; open public process not specified or defined.
45 c. Institutional biases, prejudices, and stereotypes disenfranchise all individuals by
46 their acceptance without active questioning or criticism.

47 **Fundamental Flaws—**

- 48 a. Disparaging views, prejudices, and assumptions about parents are emphasized.
49 b. Institutional biases and prerogatives emphasized, to exclude those of parents.
50 c. School District leadership (Board, Administration) absent.
51 d. Group leadership dismissive and obstructionist to advocacy for parents.
52 e. "Passive Parent Paradigm" preferred, except when and as parents are directed
53 to act by institution. Parent initiated actions by institution not fully considered.
54 f. Institutional dysfunctions, errors or omissions, not fairly included or discussed.

55 Narrative:

56 While it seems that everyone agrees that parent engagement is very important, people
57 disagree about whether this idea should be defined and described as: "Parents *engaging* (the
58 school system)". We are encouraged to understand that a task force or a school board or some
59 employees or volunteers should believe and speak and act, *to engage* parents to act as desired
60 by someone other than those particular parents, on behalf of their own children. A judgment
61 against parents as a class of people, obstructing and disparaging their individual rights to direct
62 and control the education and upbringing of their own children, because they are not the class
63 of people who are supposed to be judging parents, is contained in the prejudicial assumptions
64 about "who is engaging whom?"

65 An implied context of institutional determinations, leading, enabling, directing, coercing
66 or manipulating parents, to behave as indicated by an expert group, is the only model that has
67 been permitted in what would otherwise be serious discussions of the task force. However, the
68 idea that public schools exist to serve the needs of actual citizens, including individual parents
69 as voters and as child advocates, is not unconventional.

70 Customer service for parents is required by historical context and conventionality, but
71 under attack through neglect by the task force as a reasonable expectation. A negotiation of an
72 established social norm, that parents are proper authorities for children and institutions, into a
73 social norm presuming to situate institutions as superior authorities for children and parents, is
74 not a "customer service" for citizens. "Good parents" encouraged to ratify conventions or any
75 sanctions against "bad parents", based upon whether they criticize or refrain from criticizing, or
76 will obey or will seek to direct the school system, "engages" the institution against all individual
77 human beings, in principle.

78 Untested, implied assumptions that institutions "engage" parents, and that parents do
79 not "engage" schools, lead the task force to divide parents against themselves as citizens, and
80 to alienate citizens from the advice and consent they possess for the management of public
81 institutions. This is counterproductive for parents and children and families.

82 Parents as theoretical or experimental subjects, in and for some "engagement", is very
83 problematic. It is illogical, unnatural, and offensive for the parents of schoolchildren to be
84 treated as second class citizens by experts hired and paid for by parents. Why should it be that
85 parents are supposed to act when employees tell them what to do, but not when parents tell or
86 ask someone else to do something to be helpful in a child's education?

87 Parents, like individuals in any social context, may not be the experts; but, institutional
88 policy, practice or procedure, to narrow "engage" for unilateral institutional autonomy, carries
89 the judgment that parents are unqualified to direct and control the education and upbringing of
90 their own children. This is obviously a false and destructive notion.

91 It doesn't even seem possible that anyone could predict or decide what parents should
92 do in any given situation, without being notified of the questions by the parent. And, how can
93 someone be helpful in a child's education without receiving, addressing and respecting parents'
94 input, requests and primary authority. Children need better examples in public employees and
95 safer alternatives in institutions, than to be seen or used as vectors against their own families.
96 Public schools must be responsive to parents, or face a continued exodus of "students" to the
97 private institutions and other alternatives that are safer environments for children and families.

98 General information, FAQs, timely notice of extracurricular events or meetings, and
99 other "standard information", can be easily programmed for passive receipt by parents at their
100 own discretion. Yet, this must be of consistently high quality to be very useful. A task force is
101 not, or should not be required, to distribute generic information. However, the authority of a
102 parent to expect and receive timely, relevant, and specific action or information from adults at

103 a location where his or her child is present, is the basis of trust to send a child to, or to allow a
104 child to remain and to be present at, any location. Both actively addressing and satisfying the
105 concerns, questions and expectations of parents, as expressed and determined by parents who
106 identify and initiate "non-standard criteria", is good for children and educational institutions.

107 Adults at any public school should cooperate with parents, both directly and indirectly,
108 as required by parents. Realistic expectations of this, and not exclusions of rights of parents to
109 direct and control anything on their own initiatives, might offer some progress.


110 Specific Areas Recommended for Advancement of Interests of all parties:

- 111 1) How can normal operations of schools be improved for satisfaction of parents?
- 112 2) How can institutional information systems be improved for satisfaction of parents?
- 113 3) How can communication between schools and parents be improved?
- 114 4) Can public school systems focus more on education and less on political programs?
- 115 5) How can parents help school personnel without becoming "passive" or "intrusive"?
- 116 6) What public processes and institutions are involved in larger issues than "education"?
- 117 7) What can parents do to correct institutional or systemic problems at schools?
- 118 8) What can school personnel do to mitigate or correct poor communication with parents?

119 Conclusion:

120 Numerous points of agreement, areas of common concern, and avenues for progress to
121 improve "parent engagement" exist. Careful and thoughtful communication and deliberation is
122 needed to identify and balance the necessary and unavoidable interests of numerous parties
123 involved in education. "Engagement" is for everyone, not just parents. A process to qualify and
124 deemphasize institutional biases, in an environment which involves highly idiosyncratic activity,
125 is needed to create positive opportunities for "parent engagement". Parents and children and
126 families are, and are supposed to be, individualized people initiating their own ideas or actions.

127 "Education" and public school systems exist to maintain and advance our societal needs
128 to empower people—children, and citizens in general—to conceive, decide and initiate their
129 own ideas and actions. Institutional biases limiting individual autonomy are antithetical and
130 anathema to a system of public education in a "free" society. Empowering parents who already
131 are "engaged" will empower school personnel, and will empower parents who may be less
132 engaged than might be desired by someone. "Catch them being good" is a philosophy that can
133 work for children, for public institutions, and for parents. Insinuating judgments or disparaging
134 philosophies contrary to the interests of parents, are offenses against citizens in a free society
135 and should be discouraged by redirecting public institutions to more humane alternatives.


7-21-14

Zimbra

sharon.tuttle@k12northstar.org

Fwd: Parent Engagement Task Force Update

From : Sharon Tuttle
<sharon.tuttle@k12northstar.org>

Wed, Oct 01, 2014 08:46 AM

📎 1 attachment

Subject : Fwd: Parent Engagement Task Force Update

Good Morning Parent Task Force Members,

Please see the attachment and email below regarding input for the Parent Engagement Task Force, from task force member, Georgia Sandgren.

Thanks,
Sharon

From: "Georgia A. Sandgren" <georgia.sandgren@k12northstar.org>
Sent: Tuesday, September 23, 2014 2:12:17 PM
Subject: Re: Parent Engagement Task Force Update

I have been thinking alot about the Parent Engagement Task Force.

I have been looking over all our notes and the topics that we spoke about ... I keep going back to the National Standards for Family-School Partnerships, they can be accessed at the following link <http://www.pta.org/nationalstandards>. We might want to look at this model for our school district and all our schools to follow. I would love to hear thoughts and/or comments.

Would you mind passing this information on to the task force?

The Military Child Education Coalition (MCEC) determines its next initiative based on the needs of the military child and their families. Please take one minute to complete a service satisfaction survey: <http://mstcsurvey.questionpro.com>

Thank you,

Georgia Sandgren, Military Student Transition Consultant

600 Trainor Gate Road • Fairbanks, Alaska 99701

907.978.1737

www.facebook.com/MSTCFairbanksNorthStarBoroughSD

Support the MCEC through the CFC Campaign! Choose CFC 10261

From: "Sharon Tuttle" <sharon.tuttle@k12northstar.org>

Sent: Thursday, July 31, 2014 12:30:02 PM

Subject: Fwd: Parent Engagement Task Force Update

Parent Engagement Task Force Members,

Please see the update below from Jennifer and Bill.

Thanks,
Sharon

From: "Jennifer Schmidt" <jschmidt@mosquiconet.com>

Sent: Thursday, July 31, 2014 12:19:48 PM

Subject: Parent Engagement Task Force Update

Update to Task Force Members,

The Task Force tentatively planned to meet on Monday, August 4th, but we will not be meeting at that time. Bill Bailey must be in Valdez that day for an emergency drill. We will set a date for the next meeting towards the end of August, after school gets underway.

Prior to that meeting, we hope to have input from the school board and the administration on what they think meaningful and measurable parent engagement is. Vacations and work travel has affected when we can get together with the School Board President but we should be able to next week, and then be in a position to meet with the administration and move forward.

We are attaching a document that Mr. Calder prepared. If any members of

the Task Force have thoughts that they would like to share or items for the agenda of the next meeting, let us know.

Enjoy the rest of the summer, and we will let you know as soon as we set the next meeting date.

Thanks for your help and patience,
Jennifer Schmidt and Bill Bailey

Sharon Tuttle

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A New Way of Leading

Building family-school partnerships for student success

In the 2002 research newsletter *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, Anne T. Henderson and Karen L. Mapp conclude that there is a positive and convincing relationship between family involvement and student success, regardless of race/ethnicity, class, or parents' level of education. To put it another way, when families are involved in their children's learning both at home and at school, their children do better in school. The report also points to specific types of involvement as being especially beneficial to children's academic success.



Finding 1: Involvement programs that link to learning improve student achievement. It's simple: The more parent and community involvement activities focus on improving student learning, the more student learning improves. Learning-focused involvement activities may include:

- * Family nights on math or literacy.
- * Family-teacher conferences that involve students.
- * Family workshops on planning for college.

Finding 2: Speaking up for children protects and promotes their success.

Children whose parents are advocates for them at school are more confident at school and take on and achieve more. The more families advocate for their children and support their children's progress, the longer their children stay in school and the better their children do. Families should:

- * Become knowledgeable about the operations of schools and the laws that govern those operations.
- * Be confident about their ability to work with schools.
- * Expect only the best from their children and for their children.
- * Join PTA.



Finding 3: All families can contribute to their children's success.

Family involvement improves student success, regardless of race/ethnicity, class, or parents' level of education. For involvement to happen, however, principals, teachers, and parents themselves must believe that all parents can contribute to their children's success in school. Parents can promote their children's academic success by:



- * Teaching their children the importance of education.
- * Finding out what their children are expected to know and to be able to do and reinforcing lessons at home.

* Sending their children to school ready to learn every day.

Principals and teachers must support parent involvement by:

- * Making parent involvement a priority.
- * Recognizing and removing barriers to parent involvement.
- * Sharing decision-making power with parents and community members.
- * Working to understand class and cultural differences.

Finding 4: Community organizing gets results.

Engaging community members, businesses, and organizations as partners in children's education can improve the learning community in many ways. For example, community partners may be able to:

- * Provide expanded learning opportunities.
- * Build broad-based support for increased school funding.
- * Provide quality after-school programs.



The findings presented by Henderson and Mapp provide a framework for strengthening parent/family involvement programs. PTA, working with leading experts on parent involvement and school-community partnerships, has updated its National Standards for Parent/Family Involvement Programs to reflect recent research and improve parent and community involvement practices. The updated National Standards shift the focus from what schools should do to involve parents to what parents, schools, and communities can do together to support student success. To reflect this change, the standards have been renamed the National Standards for Family-School Partnerships.

PTA's National Standards for Family-School Partnerships

Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: Communicating effectively—Families and school staff engage in regular, meaningful communication about student learning.

Standard 3: Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

For more information about the National Standards and PTA programs that promote family-school partnerships, visit www.pta.org.

PTA
every child's work

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

MEMORANDUM

Date: September 14, 2015

To: School Board Members

From: Dr. Karen Gaborik



Re: Work Session: Budget Process and Timeline

District administration will present proposed changes to the district and school board budget development process and timeline.

Recommendation

The following recommendations regarding the school district budget process and timeline and are presented for the board's consideration:

1. The Citizen Budget Review Committee (CBRC) will meet September through November to review all aspects of the Final Approved Budget for the current school year.
2. The CBRC will identify concerns, priorities, and recommendations based upon that review and present a brief summary of the committee's written report to the school board in November.
3. The superintendent will consider recommendations from the CBRC, school administrators, and department and program managers in development of the administration's Proposed Budget.
4. The superintendent will present the Proposed Budget to the school board in February.
5. The school board will hold public hearings on the Proposed Budget in February and March.
6. The school board will adopt and approve a Recommended Budget in March.

The above recommendations will allow for full engagement of the CBRC in a review of the current Final Approved Budget and development of recommendations to the superintendent regarding administration's Proposed Budget for the ensuing school year. Moving the CBRC process from February to the fall semester will allow district administration additional time for consideration of CBRC recommendations in conjunction with input from school administrators and program and department managers.

CITIZEN BUDGET REVIEW COMMITTEE

*2016-
2017
Budget*



CITIZEN
BUDGET REVIEW COMMITTEE
HANDBOOK

DRAFT
9/14/2015

BUDGET
DEVELOPMENT
FY 2016-2017



CITIZEN BUDGET REVIEW COMMITTEE HANDBOOK

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INTRODUCTION

For many years the school district has invited formal citizen involvement in its budget development process. This involvement began as a committee of PTA representatives reporting to the superintendent. Since then, the responsibility for the committee has shifted from the superintendent to the school board, and the committee has evolved into a ten member panel comprised of two school board members along with community representatives chosen by the eight other members.

The committee is expected to meet ~~periodically~~ to review and comment on all aspects of the “current” school year budget. The committee will meet ~~weekly~~ during the months of February, **September through November** when their task **will be to consider the details of the current budget and make recommendations for change in the ensuing budget.** ~~focus changes to reviewing the administration's proposed budget for the coming year.~~ Special meetings can be called by the committee.

The committee's work culminates in both written and verbal reports to the school board as they begin **as the school board begins** the annual public budget review **and recommendation** process. The committee selects its own spokesperson(s) who ~~typically provide the first public testimony at the initial public hearing on the budget~~ **presents the committee's report to the board in November. The spokesperson(s) will also provide the first public testimony at the initial public hearing on the budget in February.** The public hearings are ~~usually held each March~~ **held in February and March** in conjunction with the board's work sessions on the budget for the coming school year. Testimony from the community is solicited and encouraged during the public hearing portion of board meetings. The board usually schedules a special meeting for final budget approval once revenue levels become known.

The **Citizen Budget Review Committee process is designed to provide** ~~standing committee approach, as recommended by previous citizen committees, provides more~~ opportunity for the committee to review, understand, and make recommendations on district operations, and not necessarily just the upcoming budget. The committee will set their own meeting times and agendas regarding what aspects of district operations they choose to scrutinize.

By participating in the board's Citizen Budget Review Committee process ~~you~~ **members** will gain a broader understanding of how the district is using public resources to provide an educational program for students attending FNSB schools. The committee will also have an opportunity to communicate their recommendations directly to the school board on how the district can do a better job in meeting the board's educational and budget priorities. The **budget timeline is established to allow the** ~~committee is encouraged~~ to make recommendations regarding **operations prior to** the administration's proposed financial plan. A copy of the 2014-15 **most current Strategic Plan Communication Document** ~~priorities~~ adopted by the school board is included in this handbook as Appendix A.

The master budget, or District Financial Plan, is a compilation of individual school and departmental budgets. School budgets are made up of a combination of program budgets (e.g., Senior High-Instruction, Senior High-Support Services, Senior High-Student Activities). Consolidated at the district level, a programmatic budget is presented to the school board so the board and public can see the cost for each of the major components of the district's operations. ~~Summaries of expenditures and budgets for individual schools are included for informational purposes at the end of the operating budget.~~ In addition, the reader's guide and budget appendices provide a large amount of historical and reference information on school system funding and operation.

The goal of citizen involvement is to increase the public's understanding of the budgeting process and to gather feedback regarding the public's reaction to the process and the individual program budgets as well as ongoing district operations.

GUIDELINES FOR CITIZEN INVOLVEMENT

THE COMMITTEE IS CHARGED WITH THE FOLLOWING TASKS

Review the ~~current year proposed~~ **Final Approved Budget** financial plan of the school district. This document represents the ~~administration's proposed~~ **board's approved** spending plan for the upcoming **current** school year. Issue a written report to the school board that identifies committee concerns, priorities, and recommendations based upon that review. Present a brief summary of the committee's written report to the board ~~during the first scheduled public hearing on the 2015-16 budget~~ **in November, giving administration the opportunity to consider recommendations in the ensuing proposed budget.**

~~Continue to meet on a monthly basis to review, understand and make recommendations on district operations, and not necessarily just the upcoming budget.~~

COMMITTEE PROCESS

A member of the school board chairs the committee. Staff support is provided through the school district administrative services office. Committee members attend several meetings to review the ~~administration's proposed~~ **district's** spending plan for the upcoming **current** school year and develop consensus for change recommendations **for the ensuing proposed budget**. The initial work of the committee culminates in a written and verbal report to the school board. ~~The ongoing work of the committee continues with monthly meetings to review any other additional aspects of school district operations the committee wishes to review.~~

BUDGET PROCESS

The school board, **CBRC** and school district staff members begin the budget process in ~~October~~ **September** of each year for the upcoming school year. Exhibit I on page 5 is a schematic representation of the process, which is explained in this section.

The school board establishes its Citizen Budget Review Committee **in the spring. In September through November the CBRC reviews the current year Final Approved Budget and makes recommendations based on existing programs and expenditures for the ensuing year. CBRC recommendations are presented to the school board in November.** ~~sets budget parameters to guide the administration in developing the budget. The most important factor is establishing salary and benefit assumptions, which account for approximately 87.7% of expenditures.~~

Additional input to the superintendent is provided by individual administrators as well as department and program managers during November and December. The superintendent then considers all input and develops the proposed budget, based on preliminary revenue projections as well as prioritized expenditures. ~~Once board parameters are set, the administrative team establishes class size targets and program priorities. The next step is to prepare a budget calendar outlining the major steps involved in converting the budget assumptions into a proposed budget, which eventually must be approved by the school board and presented to the borough assembly.~~

School district expenditures, for purposes of building the proposed budget, can be divided into two basic categories as follows:

Direct Student and Individual Building Costs

These include the actual cost of instruction, the cost of programs with direct impact on students, and all costs associated with operating and maintaining the individual school physical facilities.

Central Support Service Costs

These costs include operating support services, the central administration coordination of in-school programs, the costs of support services provided by the borough and all maintenance and operations costs of non-school (non-classroom) buildings.

The budget development for these categories of expense occurs concurrently but there are differences in the process. We will first look at the process for developing the individual school budgets. It begins with the creation of budget assumptions in the following areas:

District Enrollment must be projected not only in total for the district but also by grade at each individual school. **District enrollment drives the revenue in the current funding system.**

Staffing allocation are ~~made~~ **estimated** based on projected enrollments, targeted class sizes, and staffing guidelines. (See Exhibit II and III for secondary and elementary staffing **target** charts.)

Student supply allocations are ~~determined~~ **proposed** for regular, special education and vocational education programs, and are based on student enrollment. (See Exhibit IV for historical and current student supplies and equipment allocation levels.)

Equipment allocation levels are ~~set~~ **considered using as a guideline** a formula which calculates equipment funds for buildings based on type of school (elementary and secondary) and enrollment.

Student activity funds are **preliminarily** allocated using a formula based on type of school (elementary and secondary) and enrollment.

~~After the above determinations have been made, budget input forms are provided to each of the building principals. The principals are given two to three weeks to work on distributing their supply and equipment allocations among the curricula programs which exist in their buildings.~~

Other costs associated directly with the school must be added to the program costs **set forth previously**. ~~developed by the principals after final funding levels are determined.~~ These costs include:

- building support programs, such as counseling, nurses, library, etc.;
- custodial costs;
- utility expenses;
- transportation costs;
- curricula programs administered by central office personnel but which have staff members in the individual schools (e.g., special education, bilingual education, and elementary art); and
- curriculum implementation and new textbook adoptions.

Once these costs **are estimated**, ~~have been added to the figures developed by the principals,~~ personnel costs from the staffing allocations are attached, and direct school and building costs are essentially complete. Then these direct school and building costs are consolidated into districtwide program budgets for inclusion in the draft budget **consideration by the superintendent when developing the proposed budget document.**

The district administrators who coordinate these services prepare budgets for central support services. Student and school related costs are combined with central support costs to complete the draft budget document.

The superintendent and his or her staff review ~~the draft budget~~ **various input from the CBRC and staff and also considers the previous allocation calculations.** ~~Changes are recommended by the staff and approved by the superintendent.~~ Once the superintendent has **determined the prioritization of input and consideration of program needs** ~~transmitted the draft budget document to the school board, the document becomes~~ **the Proposed Budget is compiled and presented to the school board in February.**

The school board and the public review the Proposed Budget during regular board meetings and work sessions **in February and March.** ~~The board's Citizen Budget Review Committee provides formal recommendations directly to the board on the Proposed Budget.~~ The board makes changes in the Proposed Budget and agrees upon a Recommended Budget **in March,** which contains a request for a fixed borough appropriation.

The Recommended Budget is sent to the Fairbanks North Star Borough Assembly by April 1st for review. During the assembly's budget hearings, the school district's budget is considered along with the operating budget for the general government departments of the borough. The assembly determines the local appropriation for education and sets the local mill levy accordingly. Funds for the support of operating schools are subject to the tax cap adopted by FNSB voters.

The legislature approves a statewide budget for education, usually at the end of the legislative session. This is subject to veto by the governor, which can occur as late as July. If the district's request is fully funded by the borough and the state, the budget process is complete. If the level of local or state funding has changed, the board must determine where budget amendments are to be made. The budget, balanced to the level of the borough and state appropriations, is the Approved Budget.

EXHIBIT I **BUDGET TIMELINE**

<u>School Board</u>	<u>Appoint Citizen Budget Review Committee members * <i>transitional year will extend the PY CBRC committee's term through first season</i></u>	<u>May</u>
<u>Superintendent and Administrative Services</u>	<u>Provide current Fiscal Year Approved Budget document to CBRC members.</u>	<u>July</u>
<u>Citizen Budget Review Committee</u>	<u>Review current Fiscal Year Approved Budget - weekly meetings with district administration.</u>	<u>September- November</u>
<u>Citizen Budget Review Committee</u>	<u>Develop & present report with recommendations to the school board for district administration's use in developing the upcoming Fiscal Year Proposed Budget.</u>	<u>November board meeting</u>
<u>Individual Schools and Department & Program Managers</u>	<u>Provide input to superintendent for upcoming Fiscal Year Proposed Budget, equipment and programming priorities.</u>	<u>October - December</u>
<u>Superintendent and District Administrators</u>	<u>Consider CBRC, individual schools and department & program manager recommendations. Review district class size targets, evaluate programs and objectives, and determine administrative priorities</u>	<u>October - December</u>
<u>Superintendent and Administrative Services</u>	<u>Develop Proposed Budget. Set supply allocation levels, develop enrollment projections, determine staffing levels, and estimate state revenues.</u>	<u>December and January</u>
<u>Superintendent</u>	<u>Present Proposed Budget to school board.</u>	<u>February</u>
<u>School Board</u>	<u>Hold public hearings on Proposed Budget.</u>	<u>February and March</u>
<u>School Board</u>	<u>Adopt and approve Recommended Budget.</u>	<u>March</u>
<u>Borough Assembly</u>	<u>Review, request and appropriate local contribution.</u>	<u>April - May</u>
<u>School Board</u>	<u>Appoint Citizen Budget Review Committee members for ensuing year</u>	<u>May</u>
<u>School Board</u>	<u>If necessary, adjust budget to match funding level appropriated by assembly and state legislature</u>	<u>June</u>
<u>Superintendent and Administrative Services</u>	<u>Submit Final Approved Budget to Alaska Department of Education & Early Development in accordance with regulation 4 AAC 09.120</u>	<u>July</u>

EXHIBIT II
SECONDARY STAFFING **TARGETS**

<u>POSITION</u>	<u>NUMBERS</u>	<u>NOTE</u>
Principal	1	
Assistant Principals	0 - 3	
Secretaries	1 - 6	
Custodian	Variable	Depends on facility size
School Monitor <u>Safety Assistants</u>	1 - 3	Depends on enrollment
Nurse	1 - 1.5	Each school has nursing services
Librarian	1	
Library Assistant	1 - 2	
Counselor	1-5	Depends on enrollment
Classroom Teachers	Variable	Depends on grade level, enrollment, and targeted PTR of: 26.5: 1 for Grades 7-8 28.5: 1 for Grades 9-12
Special Program Personnel	Variable	Depends on needs of student population at each school

PROGRAM OFFERINGS

REGULAR ED PROGRAMS

Art
English
Foreign Language
Math
Music
Physical Education
Reading
Science
Social Studies
Alaska History

VOCATIONAL ED PROGRAMS

Business Education
Construction Trades
Drafting, Electronics
Health Occupations
Metals
Natural Resource Science
School to Work
Small Engines
Tourism
Career and Technology Education (CTE)

SPECIAL PROGRAMS

Speech Therapy
Resource
Extended Learning
Emotionally Impaired
Hearing Impaired
English Language Learner (ELL)
Alaska Native

EXHIBIT III
ELEMENTARY STAFFING **TARGETS**

<u>POSITION</u>	<u>NUMBERS</u>	<u>NOTE</u>
Principal	1	
Secretary	1 - 2	Depends on enrollment
Custodians	Variable	Depends on size of facility
Nurse	.5 - 1.0	Depends on enrollment and unique needs of school
Library Assistants	.5 - 1.0	Depends on enrollment
Physical Education Teacher	.5 - 1.0	Depends on enrollment
Counselor	.5 - 1.0	Depends on enrollment
Music Instructors		
General	Variable	Depends on size of school
Instrumental	Variable	Depends on size of school
Orchestral	Variable	Depends on size of school
Regular Classroom Teacher	Variable	Depends on grade level, enrollment and targeted PTR of: 22.5: 1 for Flex Kindergarten 24.0: 1 for Grades 1-3 26.0: 1 for Grades 4-6
Regular Classroom Aides	Variable	Depends on actual enrollment
Special Education Personnel	Variable	Depends on student population needs
Extended Learning Program		
Resource		
Other		

INCOME SOURCES

Funding for education programs and support functions of the Fairbanks North Star Borough School District comes from the major sources described below:

Fairbanks North Star Borough Local Appropriation

Local property taxes levied by the borough provide a significant portion of the school district's total operating fund revenue and represent taxes on land and improvements of all property owned by individuals, businesses, and industries within the borough.

State of Alaska Funding

Foundation funding for Alaska's public schools represents the largest single fund appropriated each year by the state legislature. In 1998, the foundation formula was totally rewritten to allocate funds on a per student basis. Projected student enrollment or average daily membership (ADM) is adjusted according to a school size table and a district cost factor. Special needs, including vocational education, special education, extended learning, and bilingual/bicultural are block funded at 20% of ADM. In 2011-12, an additional 1% vocational education factor was added to the formula, and increased to 1.5% in 2012-13. The intensive student count is multiplied by the intensive "funding factor." Correspondence programs are funded at ~~80~~ **90**% of ADM. The district's adjusted ADM is then multiplied by the base student allocation to calculate basic need. Basic need is then reduced by the minimum required local contribution and a percent of impact aid. Revenue from state sources comprises approximately ~~73.2~~ **65.3**% of the total operating fund budget for FY **15-16**.

The state also funds a majority of the cost of transporting students to and from school. In **2015-16**, this will amount to approximately ~~\$12.6~~ **\$11.9** million for transportation.

Federal Revenue Sources

These funds are primarily from Title VIII, Impact Aid, which were designed to take the place of local property taxes for those students whose parents live, or work on federal properties.

Fund Balance

If available, fund balance can be appropriated to the general fund by the school board.

GENERAL FUND BUDGETED EXPENDITURES

District expenditures are grouped by major department and program area.

School Board
Superintendent
Research & Accountability
Administrative Services
Human Resources
Facilities Management
Instruction & Supervision
Student Support Services
Curriculum
Special Education
Technology
Non Departmental
Elementary Schools
Middle Schools
Junior/Senior High Schools
Senior High Schools
Charter Schools
School Budgets
Grant and Special Revenue Funds
Appendices

Within each program, expenses are categorized by type:

1. salaries and wages;
2. benefits;
3. purchased services (telephone, utilities, transportation, copiers, professional services);
4. supplies and materials (textbooks, consumable supplies, electricity, heating fuel, etc.);
5. equipment (office and classroom furniture, machinery, with > \$5,000 per unit cost); and
6. other (student activity allocations, business expenses, board reserve).

Within the school budget section, expenditures, budgets, and staffing are summarized for each physical school location.

APPENDIX A

SCHOOL BOARD

GOALS & OBJECTIVES **PRIORITIES**

2015-16
2014-15



Board of Education Standing Committees

Curriculum Advisory Committee

(Board-Chair & Appointees)

One board member serves as chairperson and all other board members appoint a community member to serve concurrent with the board member's term of office. Regional Student Council appoints a student representative for a one year term. Five additional people are selected through an application process and serve 3-year terms as at-large members. Committee meets once each month, or as needed during the school year.

Diversity Advisory Committee

(Board Pres. - Ex Officio Member & Appointees)

Board president serves as ex officio member and all other board members appoint a representative to the committee to serve concurrent with the board member's term of office. Four additional members-at-large are chosen through an application process to serve 2-year terms. Regional Student Council appoints a student representative for a one year term. Committee chair is selected from appointed/selected community members. Committee meets monthly throughout the school year.

Policy Review Committee

(Board Chair & Appointees)

One board member serves as chairperson and all other board members appoint a community member to serve concurrent with the board member's term of office. Regional Student Council appoints a student representative for a one year term. Committee meets monthly throughout the school year.

Audit Committee

(Usually Board Treasurer)

One board member (usually the board treasurer) meets once or twice a year with the district's auditors and administrative services department staff. Monthly borough audit meetings must also be attended if district business is being discussed.

Legislative Committee

(2-3 Board Members)

Committee members lobby legislators and may attend legislative session in Juneau, as needed. The committee meets as needed.

Citizen Budget Review Committee

(1 Board Chair, 1 Board Member & Appointees)

One board member serves as chairperson, one other board member serves as a member, and the other board members each appoint one person to this committee. Regional Student Council appoints a student representative for a one year term. The committee meets monthly throughout the school year to review the administration's proposed budget and makes budget recommendations to the board.

Borough Assembly Liaison

(Board Members Rotate)

Board members attend borough assembly meetings on a rotating basis. Meetings take place on the second and fourth Thursdays of each month (...only one meeting in Nov. and Dec.).

Administrative Committee:

Career & Technical Education Advisory

(1 Board Member)

This committee meets periodically regarding career and technical education issues. The make-up of the committee is in accordance with administrative regulation 932.1. One board member will be assigned to attend meetings and report to the board. Regional Student Council appoints a student representative for a one year term.

(July 2014)

120 The Community and Its School District

The Board wishes to ensure and enhance the excellence of our children's education in a free society. The Board believes:

the public schools belong in every sense to the community;

the schools are only as strong as the intelligent and informed support of the people of the community; and

community support is based on knowledge, understanding, and participation in the performance goals and priorities of the public schools.

The Board therefore designs and intends:

to keep the community regularly informed through all channels of communication on all policies, programs, issues, and planning of the school district, and to carry out this policy through its own efforts, and those of the superintendent, other staff, and such information officers as may be appointed;

to invite the advice and counsel of the community; and

to appoint citizen advisory committees to consider those issues which vitally affect the future of our children and support the performance goals of the school district.

Policy Adopted: July 15, 1980

Policy Revised: October 15, 2013

121 Community Involvement in Decision-Making

The Board believes community participation is essential for the school district and the community to maintain mutual confidence and respect while working together to improve the quality of education for students.

All citizens will be encouraged to express ideas, concerns, and judgments about the schools to the school administration, the staff, appointed advisory committees, and to the Board.

The Board and the staff will give substantial weight to the advice it receives from individuals and community groups interested in the schools, especially those individuals and groups the Board has invited to advise it regarding specific issues. Final decisions rest with the best judgment of the Board.

Policy Adopted: July 15, 1980

Policy Revised: October 15, 2013

122 Staff Involvement in Decision-Making

The Board will encourage employees to contribute their ideas for the betterment of the school district. The staff will be asked to help in developing policies and regulations, in establishing goals and objectives, and in planning curriculum, budget, facilities and services.

In devising rules and procedures for the operation of the schools, administrators will seek the suggestions of those employees who will be affected by such provisions. The professional staff will be given full opportunity to contribute to curriculum development and to recommend policies and regulations pertaining to students and instruction.

The superintendent will develop channels for the intercommunication of ideas among the Board, administration, and other staff members, and will inform the Board of staff opinion when presenting recommendations for board actions.

Policy Adopted: July 15, 1980

Policy Revised: October 15, 2013

123 Student Involvement in Decision-Making

The School Board recognizes the value of student participation in decision-making for the school district.

All students will be encouraged to attend and present public comment at open school board meetings.

The superintendent will establish procedures for student representatives to serve in an advisory capacity to the School Board and its committees. Students can readily communicate their ideas and feelings regarding the operation of the schools through these student representatives.

Cross reference School Board Policy 1043.

Policy Adopted: July 15, 1980

Policy Revised: October 15, 2013

124 Parent Involvement in Decision-Making

The School Board acknowledges parents' involvement in education correlates strongly with student success. Therefore, the Board encourages parents' participation in the decision-making process of the school district. Examples of opportunities by which parents may provide input into district decision-making include:

- 1) Engaging in the public process by expressing ideas and concerns about the schools to the administration, staff, advisory committees, and the Board, including offering public comment at meetings;
- 2) Attaining membership on advisory committees;
- 3) Contributing to curriculum development and materials reviews; and
- 4) Recommending and evaluating policies and regulations affecting students and instruction.

Cross reference School Board Policy and Administrative Regulation 1154: Parent Involvement.

Policy Adopted: November 5, 2013

SCHOOL BOARD POLICY

236 Committees of the Board

The standing committees of the Board are audit, budget review, curriculum advisory, diversity, legislative, parent engagement, and policy review.

The president will appoint special committees at the request of the Board. Each committee will be dissolved when its assignment has been accomplished.

A committee shall include no more than three board members, including the board president as an ex-officio member, unless the board chooses to operate a committee as a committee of the whole.

Policy Adopted: July 1, 1980

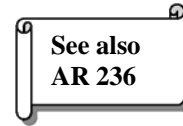
Policy Revised: October 6, 1987

Policy Revised: December 15, 1992

Policy Revised: October 1, 1996

Policy Revised: May 24, 2011

Policy Revised: September 1, 2015



274 Ad Hoc Advisory Committees

The Board may appoint ad hoc advisory committees to counsel it as one means of discerning the needs and desires of the school district and its residents. Members will be broadly representative of the community. The common purpose of all ad hoc advisory committees is to contribute to the educational program by conducting studies, identifying problems, and developing recommendations. The ultimate authority to make decisions will continue to reside with the Board.

Such committees will be formed by the Board at such times and for such specific purposes as the Board deems necessary. The Board will, in consultation with the committee, help to define the scope of its task, the deadlines for completing the task, and any other appropriate guidelines for the study. The committee will function until its assigned goal has been accomplished.

The Board may appoint staff members to such committees, but the staff members shall be a minority on any committee. The Board will provide advisory committees with suitable meeting places.

Policy Adopted: July 15, 1980

Policy Revised: March 4, 2014

1043 Student Involvement in Decision-Making

The Board of Education recognizes the value of student participation in decision-making for the school district.

All students will be encouraged to attend open School Board meetings and participate in discussions.

The superintendent will establish procedures through which students can readily communicate their ideas and feelings regarding the operation of the schools through a student representative that will serve in an advisory capacity to the Board of Education.

Reference policy #123

Policy Adopted: October 7, 1980

1140 Community Involvement in Decision-Making

The Board believes community participation in the affairs of the schools is essential if the school system and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. It will therefore, make every effort to identify the desires of the community and to be responsive, through its actions, to those desires.

All citizens will be encouraged to express ideas, concerns, and judgments about the schools to the school administration, to the staff, to any appointed advisory bodies, and to the Board.

Residents who are specifically qualified because of interest, training, or experience will be encouraged to assume an active role in school affairs.

The Board and the staff will give substantial weight to the advice they receive from individuals and community groups interested in the schools, especially those individuals and groups the Board has invited to advise it regarding specific problems. Final decisions rest on the best judgment of the Board.

Policy Adopted: February 3, 1981.
See Policy #121.

1142 Advisory Committees

The Board may appoint ad hoc advisory committees to counsel it as one means of discerning the needs and desires of the school district and its residents. Members will be broadly representative of the community. The common purpose of all advisory committees is to contribute to the educational program by conducting studies, identifying problems, and developing recommendations. The ultimate authority to make decisions will continue to reside with the Board.

Such committees will be formed by the Board at such times and for such specific purposes as the Board deems necessary. The Board will, in consultation with the committee, help to define the scope of its task, the deadlines for completing the task, and any other appropriate guidelines for the study. The committee will function until its assigned goal has been accomplished.

The Board may appoint staff members to such committees, but the staff members shall be a minority on any committee. The Board will provide advisory committees with suitable meeting places.

Policy Adopted: February 3, 1981.
See policy #274.

910 Curriculum Development

The superintendent shall direct a systematic continuing program of curriculum development and evaluation involving students, parents, teachers, and administrators.

Policy Adopted: January 17, 1984

Policy Renumbered: September 21, 2010 (renumbered from 940)



*See Also
AR 910*

910 Curriculum DevelopmentPurpose

The purpose of this regulation is to define procedures and responsibilities that establish the process for curriculum development.

Procedures and Responsibilities

The curriculum of the FNSBSD consists of the following required and elective curricular areas:

<u>REQUIRED</u>		<u>ELECTIVE</u>
Health	Physical Education	Art
English/Language Arts	Science	Music
Mathematics	Social Studies	World Languages
		Career Technical Education

Curriculum development in all curricular areas shall be an ongoing process in the Fairbanks schools. A six-year, four-phase curriculum review cycle will ensure continual program planning and evaluation. Participation by community, staff, and students is the basis of the curriculum development process.

The four phases of the curriculum review cycle are:

Research and Evaluation (1 year)

The effectiveness of the current curriculum will be evaluated based on data collected and compiled throughout the preceding monitoring and assessment phase. Additionally, research regarding current educational trends in the specific subject area will be studied. The curriculum committee will determine whether the extent and nature of revisions needed to improve the effectiveness of the curriculum and update the instructional support materials and teaching strategies of the subject area are major, moderate, or minor. Prior to those revisions being made, the Board of Education will provide recommendations to the superintendent at a work session to ensure its concerns are met during the development phase.

Development (1 year)

Revisions of the curriculum guides will be written to provide improvements and incorporate the current trends and School Board recommendations. Following the adoption of the revised curriculum guides, the curriculum committee will review textbooks and other appropriate instructional support materials for piloting or adoption by the Board of Education.

Piloting (1 year - when necessary)

Pilot programs will be recommended only when curriculum revisions include significant changes in curriculum scope and sequence, instructional methodology, or instructional support materials. Inservice activities and professional development opportunities will be provided for teachers involved with the pilot programs.



ADMINISTRATIVE REGULATION

910 Curriculum Development (continued)

Implementation – Monitoring/Assessment (3 years or 4 years, if necessary)

Inservice activities and professional development opportunities will be provided to the extent necessary during the initial districtwide implementation of the revised curriculum. The curriculum director, in cooperation with the alternative instruction and accountability director, will determine and design monitoring and assessment methods to collect and compile informal data regarding the effectiveness of the curriculum. The information collected will be compiled and reviewed by the curriculum director. Additional suggestions for content and/or skill emphasis, teaching strategies, and updated support materials, along with professional development opportunities, will be identified to enhance the effectiveness of the curriculum. The cumulative data collected throughout the monitoring/assessment phase will be considered along with the additional data in the upcoming evaluation phase.

The Curriculum Management Model (AR 910 Appendix A) shows the progression of each curricular area through the six-year, four-phase curriculum development cycle.

The FNSBSD curriculum development process is based on the following premises:

Professional educators know what students can be expected to learn and how best to direct and assess the learning process in the classrooms.

Professional educators can be expected to describe reasonable learning expectations for their students. Technical curriculum resources will be provided through professional development opportunities and inservice training.

Effective curriculum revision and development must be continuous and based on accepted community, parent, student, and teacher goals for education.

Parents, students, and community members will be identified to serve on the Board Curriculum Advisory Committee (BCAC) (AR 910 Appendix B). BCAC members will represent general community perspectives and will provide lay viewpoints rather than subject area, administrative, or professional expertise in the curriculum development process.

The following district personnel are directly involved in the curriculum development process:

TEACHERS, who provide instructional expertise in their classrooms and subject areas and communicate directly with students and their parents.

BUILDING ADMINISTRATORS, who are responsible for instructional leadership and management in their schools and communication with their building communities.

CENTRAL CURRICULUM DIRECTOR, who provides curricular leadership and support for curriculum committees in specific subject areas and provide primary instructional leadership responsibility for planning and implementing curriculum policies and procedures.



ADMINISTRATIVE REGULATION

910 Curriculum Development (continued)

CENTRAL ALTERNATIVE INSTRUCTION AND ACCOUNTABILITY DIRECTOR, who develops and implements the district curriculum assessment program.

ASSISTANT SUPERINTENDENTS, who are responsible for strengthening instructional management; selecting, training, and evaluating principals; and coordinating the work of the curriculum department with the building administrators.

Pilot Course Proposals

In addition to curriculum revision within the Curriculum Management Model, community members, parents, teachers, students, or curriculum committees may propose pilot courses to test the effect of instructional program changes. Instructional program change represents an addition or deletion to content of an existing course, new course, or integration of courses. A completed Pilot Course Proposal Outline (AR 910, Appendix C) including rationale for the proposed change will be presented to the building principal, who will discuss the proposal with affected staff and interested parents. If the proposed change is approved at the building level, the principal will forward the proposal to the curriculum director by November 15 of each year.

The curriculum director will review the proposed pilot course and recommend approval or denial to the superintendent. The superintendent will make the final determination.

Approved: November 5, 1992

Revised: September 24, 1997

Revised: November 15, 1998

Revised: June 8, 2009

Renumbered: September 21, 2010 (renumbered from 940)



ADMINISTRATIVE REGULATION

Appendix A

Curriculum Management Model											
YEAR	MUSIC	WORLD LANG.	LANG. ARTS	Technology	SOCIAL STUDIES	CTE	MATH	ART	HEALTH	P.E.	SCIENCE
2008-09	R/E	R/E	M/A		M/A	M/A	M/A	M/A	I-M/A	I-M/A	D/(P)
2009-10	D/(P)	D/(P)	R/E	R/E	M/A	M/A	M/A	M/A	M/A	M/A	I-M/A
2010-11	I-M/A	I-M/A	D/(P)	D/(P)	R/E	R/E	M/A	M/A	M/A	M/A	M/A
2011-12	M/A	M/A	I-M/A	I-M/A	R/E*	R/E*	M/A	M/A	M/A	M/A	M/A
2012-13	M/A	M/A	M/A	M/A	D/(P)	D/(P)	R/E	R/E	M/A	M/A	M/A
2013-14	M/A	M/A	M/A	M/A	I-M/A	I-M/A	D/(P)	D/(P)	R/E	R/E	M/A
2014-15	M/A	M/A	M/A	M/A	M/A	M/A	I-M/A	I-M/A	D/(P)	D/(P)	R/E
2015-16	R/E	R/E	M/A	M/A	M/A	M/A	M/A	M/A	I-M/A	I-M/A	D/(P)
2016-17	D/(P)	D/(P)	R/E	R/E	M/A	M/A	M/A	M/A	M/A	M/A	I-M/A
2017-18	I-M/A	I-M/A	D/(P)	D/(P)	R/E	R/E	M/A	M/A	M/A	M/A	M/A
2018-19	M/A	M/A	I-M/A	I-M/A	D/(P)	D/(P)	R/E	R/E	M/A	M/A	M/A
2019-20	M/A	M/A	M/A	M/A	I-M/A	I-M/A	D/(P)	D/(P)	R/E	R/E	M/A
2020-21	M/A	M/A	M/A	M/A	M/A	M/A	I-M/A	I-M/A	D/(P)	D/(P)	R/E
2021-22	R/E	R/E	M/A	M/A	M/A	M/A	M/A	M/A	I-M/A	I-M/A	D/(P)
2022-23	D/(P)	D/(P)	R/E	R/E	M/A	M/A	M/A	M/A	M/A	M/A	I-M/A
2023-24	I-M/A	I-M/A	D/(P)	D/(P)	R/E	R/E	M/A	M/A	M/A	M/A	M/A
2024-25	M/A	M/A	I-M/A	I-M/A	D/(P)	D/(P)	R/E	R/E	M/A	M/A	M/A
2025-26	M/A	M/A	M/A	M/A	I-M/A	I-M/A	D/(P)	D/(P)	R/E	R/E	M/A
2026-27	M/A	M/A	M/A	M/A	M/A	M/A	I-M/A	I-M/A	D/(P)	D/(P)	R/E
R/E = Research and Evaluation (w when necessary) D = Development (P) = Pilot I-M/A = Implement – Monitor/Assess											

*Additional year of Research and Evaluation

Approved: November 5, 1992

Revised: September 24, 1997

Revised: November 15, 1998

Revised: June 30, 2000

Revised: August 16, 2004

Revised: June 8, 2009

Renumbered: September 21, 2010 (renumbered from 940-Appendix A)

Revised: April 4, 2011



ADMINISTRATIVE REGULATION

Appendix B

BOARD CURRICULUM ADVISORY COMMITTEE

The Board Curriculum Advisory Committee (BCAC) is established in accordance with Policy 236 - Committees of the Board, and Policy 910 - Curriculum Development.

MEMBERSHIP OF THE COMMITTEE: The committee consists of 15 members including one Board member to act as chairperson. Each Board member will appoint a representative to serve on the committee. Five additional members will be appointed by the Board from the community-at-large via an application process.

LENGTH OF TERMS: The Board member serving as chairperson will serve at the direction of the Board president. Board member representatives will serve terms concurrent with the term of office of the Board member who appoints them. At-large members will serve staggered, three-year terms.

STAFF TO THE COMMITTEE: The Curriculum Department will provide administrative and secretarial staff support to the committee. The committee chairperson will contact the superintendent if other members of the administration are requested for attendance at meetings.

MEETINGS: Meetings will be held prior to presenting recommendations for adopting curriculum or textbooks to the School Board. The meetings will be public and public testimony will be taken within limits established by the committee. All meeting procedures will follow *Robert's Rules of Order*.

SCOPE OF RESPONSIBILITIES: The BCAC will act in an advisory capacity regarding all aspects of curriculum development. The curriculum review process requires two separate and distinct actions to be taken by the Board: adoption of the curriculum, and, adoption of the textbooks. The BCAC will review each of these recommended actions prior to their being forwarded to the Board for adoption.

Curricular issues of interest to parents, students, and staff will be addressed by the BCAC. The subject areas focused on each year will be the curricula in the evaluation and development phases of the district Curriculum Management Model. Committee members will gain understanding of the curriculum development process and provide the Board with a recommendation reflecting the perspectives, values, and beliefs of parents, and our community. The BCAC will receive information from the curriculum committees regarding the revisions under consideration. A recommendation to the Board from the BCAC will accompany all curriculum issues proposed to the Board for action.

REPORTING: Minutes of the BCAC meetings will be forwarded to the Board.

Approved: December 15, 1992

Revised: September 24, 1997

Revised: November 15, 1998

Revised: September 21, 2010 (revised and renumbered from 940 – Appendix B)



ADMINISTRATIVE REGULATION

Appendix B-1
**ARE YOU INTERESTED IN SERVING ON THE
 SCHOOL BOARD CURRICULUM ADVISORY COMMITTEE?**

The Fairbanks North Star Borough Board of Education is soliciting applications from people interested in serving on the Board Curriculum Advisory Committee. Committee members will gain an understanding of what goes into curriculum development and will provide input into curriculum areas under evaluation or development by the administration. Additional information appears on the reverse side of this application. If you are interested in serving on this committee, please complete the application form and return it to the School Board Office, Administrative Center, 520 Fifth Avenue, Fairbanks, AK 99701.

Board Curriculum Advisory Committee Application	
Name	
Residence Address	
Mailing Address	
Work Phone	Home Phone
Educational organization affiliation (<i>optional</i>)	
Why are you interested in serving on this committee?	
Please describe your past or current involvement in school activities or district issues:	
Applicant Signature	Date



ADMINISTRATIVE REGULATION
Appendix C
PILOT COURSE APPROVAL OUTLINE

Building Administrator Approval: _____
Signature Date

Proposed by: _____
School Teacher/Department

Course Title: _____ Grade Level: _____

Course Information: ☐ Semester or ☐ Year
☐ Elective or ☐ Required

Prerequisite: _____

☞ All of the following components must be included in your initial pilot course proposal.

Rationale

Course Description

Learning Objectives

Concepts

Content Outline

Approved Textbooks and/or Student-Issued Learning Materials

Estimated Program Cost

Possible Funding Sources

Approved:



921.1 Core Instructional Materials Selection and Review Process

Core instructional materials shall be free of bias and gender role stereotyping in regard to abilities, interests, values, and roles of men and women, and of racial and cultural groups. This guideline will not be applied to classic literary works and/or primary sources.

The styles, organization, and content of core instructional materials shall be appropriate for courses in which they are used.

Core instructional materials shall be selected for a curriculum during the year it is under review per the Curriculum Management Model (see Administrative Regulation 910, appendix A). Teachers, administrators and community members participate in the selection process.

The curriculum department will develop a scoring rubric by which to evaluate materials, including the following general topics:

- 1) curricular content
- 2) presentation of text
- 3) equity issues
- 4) support materials

Materials will be selected using the rubric scores, input from teachers and the public, the level of publisher support including professional development, and other criteria as needed.

The superintendent will recommend core instructional materials to the Board of Education for adoption.

Policy Adopted: April 9, 1985

Policy Revised: August 3, 2010

Policy Renumbered: September 21, 2010 (renumbered from 971.1)

SCHOOL BOARD POLICY

236 Committees of the Board

The standing committees of the Board are audit, budget review, curriculum advisory, diversity, legislative, parent engagement, and policy review.

The president will appoint special committees at the request of the Board. Each committee will be dissolved when its assignment has been accomplished.

A committee shall include no more than three board members, including the board president as an ex-officio member, unless the board chooses to operate a committee as a committee of the whole.

Policy Adopted: July 1, 1980

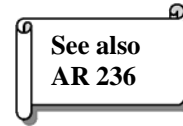
Policy Revised: October 6, 1987

Policy Revised: December 15, 1992

Policy Revised: October 1, 1996

Policy Revised: May 24, 2011

Policy Revised: September 1, 2015



ADMINISTRATIVE REGULATION

236 Committees of the Board

Board Diversity Committee (BDC) Guidelines *(formerly Board Ethnic Committee)*

A. BDC MEMBERSHIP

1. Composition of the School Board's Diversity Committee (BDC)

- a. The BDC shall be composed of eleven (11) members.
- b. The membership should reflect the school district's diverse student population.
- c. Each elected School Board Member (7) will appoint a representative to the BDC. School Board Members may appoint employees and students to the committee.
- d. All other appointed members (4) will be appointed at-large. Current benefited school district employees and students are not eligible for at-large membership.
- e. At least one BDC member shall be appointed from each high school attendance area.

2. Criteria for Membership

- a. Commitment to improving education for a diverse student population.
- b. A willingness and ability to attend quarterly meetings of the committee as a whole and subcommittees as needed.
- c. A commitment to working toward increased communication with the community on issues before the BDC.
- d. Applicants, including parents, who represent a diverse student population have a priority.

3. Process for Membership

- a. The School Board shall solicit applications from persons interested in serving on the committee. Recommendations will be solicited from community groups representing a diversity of groups.
- b. Public notification of BDC vacancies shall be in a variety of ways, including, but not limited to advertising in the local newspapers and other local publications, contacting minority groups, service clubs, churches, and television stations, circulating information through school and district newsletters, the district website; and posting notices in public places such as community centers.
- c. The application will solicit information to be used in the selection process, including:
 - Ethnic background
 - Current or previous membership on the BDC
 - Prior interest in education issues
 - Diversity Interests



ADMINISTRATIVE REGULATION

A. BDC MEMBERSHIP (continued...)

- Ability and willingness to commit adequate time per month to BDC meetings, activities, and training
 - Geographic location/ attendance area
- d. Interviews will be conducted by the School Board.

4. Terms

- a. At-large members serve two-year terms.
- b. No at-large member shall serve more than two consecutive full terms (four years). A BDC at-large member who served two consecutive terms but wishes to continue to serve must allow one year to pass prior to reapplication.
- c. Appointments may be made for less than a year to fill vacancies.
- d. No member will serve more than two consecutive one-year terms as chairperson or vice chairperson.
- e. School Board members' representatives are not subject to term limits.
- f. All members shall serve at the pleasure of the School Board.

5. Attendance and Vacancies

- a. If a member plans to be absent from a meeting, he/she must notify the chairperson or the superintendent's designee prior to the meeting.
- b. If a seat is unrepresented for two consecutive unexcused business meetings, or a majority of the business meetings in a school year, the incumbent shall be replaced.
- c. When an at-large seat becomes vacant during the school year, every effort will be made to fill it with an applicant from the initial application process.

B. BDC MEETINGS

1. Schedule

- a. The chairperson and vice chairperson will be elected at the first meeting of the school year. An orientation shall be conducted as soon as possible thereafter.
- b. The committee will meet monthly during the school year.
- c. Special purpose meetings to ascertain community concerns shall be held as needed at locations convenient for the community.



ADMINISTRATIVE REGULATION

B. BDC MEETINGS (continued...)

- d. Non-scheduled meetings may be called by request of the chairperson with approval of a majority of the committee. Special meetings may be called by a majority of the committee. Such meetings will be announced to all members five days in advance of the meeting date. The School Board will be notified of all meetings.
- e. The chairperson or vice chairperson of the BDC, or designated person, shall report to the School Board at least quarterly.

2. Meeting Process

- a. The committee chairperson and the superintendent or designee shall prepare the agenda for each committee meeting. Any committee member may recommend a matter for the agenda if he/she notifies the chairperson, superintendent, or designee at least seven days in advance of the meeting date.
 - A copy of the agenda shall be distributed to each member at least five days prior to the scheduled meeting date.
 - Reasonable effort shall be made to publicize BDC meetings.
 - Every effort shall be made to prepare and distribute the minutes prior to each regularly scheduled BDC meeting.
- b. It shall be the duty of the chairperson to preside at all meetings of the committee and to sign such documents as authorized by the committee. In the absence or disability of the chairperson, these duties shall be the responsibility of the vice chairperson or BDC designee.
- c. All business shall be transacted by motion or resolution at a duly called regular or special meeting at which a quorum is present. A simple majority of the members shall constitute a quorum, and a majority vote of the committee members in attendance shall be necessary to pass a motion.
- d. The committee shall have no standing committees, but shall act as a committee of the whole. However, subcommittees may be appointed to accomplish specific tasks and report to the full committee.
- e. The School Board President or designee shall serve as the ex officio representative of the School Board at all meetings of the BDC.
- f. Meetings of the committee shall be held at locations designated by the chairperson and approved by the committee as a whole.
- g. The minutes of all committee meetings shall be provided to the School Board and posted on the committee's website.



ADMINISTRATIVE REGULATION**C. DUTIES AND LIMITATIONS OF THE BDC****1. The BDC shall at all times be bound by and adhere to:**

- a. School Board Policies
- b. School District Administrative Regulations

2. Duties of the BDC**a. Advise the School Board and superintendent on a regular basis regarding:**

- the educational program as it relates to the education of diverse students;
- how to stimulate increased participation in school activities;
- specific concerns of diverse communities; and,
- such other district matters as may be identified by the School Board or superintendent.

b. Develop relationships with district schools.**c. Monitor the district's Affirmative Action and any and all programs pertaining to a diverse student population.****d. Be advised on the proposed revisions to curriculum and review proposed textbooks.****e. Make prompt written recommendations with respect to such other matters as may be specified upon written request from the School Board or superintendent.****f. Submit an annual report to the School Board describing the concerns, activities, accomplishments, and recommendations determined through committee deliberation and action.****3. Limitations of the BDC**

- a. The committee shall have no jurisdiction with respect to any matters pertaining to salaries and related economic policies affecting employment of staff of the district or its grievance procedures.

4. Recommendations

- a. The BDC may submit written recommendations to the superintendent, who shall forward this information to School Board Members. Each recommendation shall be signed by the chairperson and will include:

- a summary of the matter discussed by the committee; and,
- a statement of the reasons in support of the recommendation.



ADMINISTRATIVE REGULATION**C. DUTIES AND LIMITATIONS OF THE BDC (continued...)**

- such other supporting information as appears to the BDC to be pertinent or helpful to the School Board and superintendent
 - a minority report from the committee may accompany the recommendation
- b. With respect to each BDC recommendation, the superintendent shall:
- promptly acknowledge receipt of recommendation
 - inform the committee and School Board, in writing, of a preliminary and/or final response within 30 days of receipt
- c. The BDC may seek response from the School Board if the superintendent does not respond to its recommendation within 30 days.

Approved: September 3, 2002

Revised: June 2, 2011



ADMINISTRATIVE REGULATION

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

Board Diversity Committee Applicant Information

PURPOSE

The Board Diversity Committee (BDC) is a standing advisory committee to the Fairbanks North Star Borough Board of Education. The purpose of the BDC is to make recommendations to the School Board relating to the education of a diverse student population.

COMMITMENT

The BDC will hold monthly meetings during the school year. The time commitment is dependent upon the committee's goals.

Applicants must be:

- interested in improving education for district students
- committed to the purpose of the BDC
- willing and able to attend meetings regularly
- committed to promoting effective communication regarding BDC issues with the community

COMPOSITION OF COMMITTEE

The BDC will be comprised of representatives appointed by each of the seven elected School Board members, and four at-large positions chosen through an application process. School Board representatives may be citizens, parents, employees, or students. Benefited school district employees and students are not eligible to apply for at-large positions.

SUBMITTING APPLICATION

The application form is located on back of this page. Submit applications to:

Board of Education
520 Fifth Avenue
Fairbanks, AK 99701
email: schoolboard@k12northstar.org
Fax: 451-0541

*If you have questions, call the School Board office at 452-2000, ext. 11400,
or email: schoolboard@k12northstar.org*



ADMINISTRATIVE REGULATION

Board Diversity Committee Application		
1. Name		
2. Residence Address		
3. Mailing Address		
4. Work Phone	5. Home Phone	6. E-Mail Address
7. Diversity Affiliation? <input type="checkbox"/> Yes <input type="checkbox"/> No		
8. Ethnic Community Affiliation:		
9. Have you been a member of the BDC in the past? <input type="checkbox"/> Yes <input type="checkbox"/> No		
10. If yes, how many terms have you served? _____		
11. Dates of Service: _____		
12. If a community organization recommended you for membership, please identify the organization.		
13. Are you willing to commit to monthly meetings? <input type="checkbox"/> Yes <input type="checkbox"/> No		
14. If yes, check all that apply: <input type="checkbox"/> Weekdays <input type="checkbox"/> Evenings <input type="checkbox"/> Noon time meetings <input type="checkbox"/> Weekends		
15. Years of residence in the Fairbanks North Star Borough: _____		
16. Please state your interest in serving the Board Diversity Committee. (You may attach an additional sheet.)		
17. What will your strengths contribute to the BDC? (You may attach an additional sheet.)		
18. Please describe your past or current involvement in education issues. (You may attach an additional sheet.)		
19. Applicant Signature		22. Date

Submit application to:

Board of Education
520 Fifth Avenue
Fairbanks, AK 99701

Telephone: 452-2000, ext. 11400
Fax: 451-0541
Email: schoolboard@k12northstar.org



281 Preliminary Policy Development

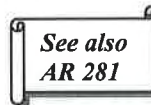
The Board wants the counsel of citizens, students, and staff in the development of policies. Proposals for new policies or changes in current policies may be submitted to the Board by anyone in the community: board members, committee members, students, student organizations, citizens, community groups, staff members, or employee organizations. The board president will decide which of these proposals shall be reviewed by the Policy Review Committee and which shall be reviewed by the Board. The superintendent shall annually submit to the Board in September a report on recommendations for policy changes. The Superintendent may also recommend policies to be reviewed as needed during the school year.

The Board establishes the Policy Review Committee (PRC) to review and make recommendations on changes to policies. The PRC shall consist of one board member who shall act as chairperson of the PRC, and one representative selected by each of the remaining members of the Board. The superintendent shall select an administrative staff member to assist the PRC. The term of board representatives shall coincide with the board member's term of office. A member of the Board may replace his or her representative at any time by informing the chairperson.

The PRC shall meet monthly from September through May for the purpose of reviewing policies forwarded by the board president. The PRC shall review these policies and make recommendations for the Board's consideration. The chair of the PRC shall make a monthly report on policy issues at a regularly scheduled board meeting.

When necessary, a task force may be formed to review a topic as directed by the Board.

Policy Adopted: July 15, 1980
Policy Revised: October 21, 1986
Policy Revised: October 6, 1987
Policy Revised: April 6, 1993
Policy Revised: October 20, 1998
Policy Revised: May 16, 2000
Policy Revised: November 19, 2002



ADMINISTRATIVE REGULATION

281 Preliminary Policy DevelopmentPurpose:

This regulation establishes procedures for the preliminary development of new School Board policies.

Procedures:

- A. New Policy Suggestions. Anyone may suggest new policy ideas and/or draft language to the School Board at any time. Policy suggestions also may be submitted to the Superintendent who will bring them to the attention of the School Board. New policy suggestions received by the School Board will be addressed in one of the following ways:
1. Direct Consideration. Policies affecting School Board operations will be considered directly by the Board. Other policies will be sent to the Superintendent for preliminary development.
 2. Preliminary Development. New policies sent to the Superintendent for preliminary development will be processed as follows:
 - a. Step 1. New policy suggestions will be researched by an appropriate administrator who will develop draft language.
 - b. Step 2. Draft policy language will be forwarded to the Policy Review Committee for consideration.
 3. School Board Action. New policy language approved by the Policy Review Committee will be forwarded to the School Board for adoption.
- B. Annual Report. The Superintendent will submit an annual Policy Report at the summer School Board Planning Session. The Superintendent will inform the Board about new policy development needs when they occur.

Approved: October 27, 1986

Revised: March 28, 2012



423.2 Budget Planning

The Board will develop goals and objectives to establish parameters for the annual budget planning process. The Board will name a broadly representative Citizen's Budget Review Committee annually to review the superintendent's budget and to make budget recommendations. The committee will meet at the call of the Board.

Two members of the board, selected by the president, will hold seats on the budget review committee. The remaining board members will each select one community representative. The committee will seek input from all interested persons and organizations at its meetings. The term of the budget review committee will be concurrent with that of board officers. The board president will select the chair from board members on the committee.

The committee's written recommendations shall be transmitted to the Board when the budget is submitted to the Board by the administration.

Policy Adopted: May 5, 1981

Policy Revised: February 4, 1986

Policy Revised: May 5, 1987

Policy Revised: November 17, 1987

932.1 Career-Technical Education Advisory Council (CTEAC)

The superintendent shall appoint a Career-Technical Education Advisory Council to assist the school district in defining and meeting career-technical education goals and objectives. This council will be composed of eleven (11) business, industry, labor, community, and staff members. The council shall develop bylaws addressing council membership, council operation, council officers, and council meetings. These bylaws shall be approved by the superintendent and become an administrative regulation to this policy.

Policy Adopted: April 19, 1983

Policy Revised: October 2, 1984

Policy Revised: June 6, 2000

Policy Revised: January 17, 2006 (revised and renumbered from 952.5)

Policy Renumbered: September 21, 2010 (renumbered from 952.1)

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION ADVISORY COUNCIL BYLAWS

ARTICLE I: NAME

This body shall be known as the FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION ADVISORY COUNCIL.

ARTICLE II: PURPOSE

The FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT CAREER AND TECHNICAL EDUCATION ADVISORY COUNCIL has been created by the BOARD OF EDUCATION in Policy 952 Career and Technical Education. The COUNCIL is created to assist the School District in creating, operating, maintaining and promoting career technical programs that meet the needs of the students and the community.

ARTICLE III: MEMBERSHIP

Section A. **COMPOSITION** – The Council shall consist of no more than sixteen (16) individual members as specified by School Board Policy 952.1.

1. COUNCIL members shall reside within the North Star Borough.
2. At least one member of the Council will be an elected School Board Member. Each of the remaining elected School Board Members (6) will appoint a representative to the CTEAC. All other appointed COUNCIL members (9) shall be appointed by the SUPERINTENDENT OF SCHOOLS following recommendations from the Council's Nominating Committee and District's staff functioning as the Career Technical Education administration. The Superintendant shall have the option of reappointing any eligible Council member in accordance with ARTICLE III, Section B, of these bylaws.
3. COUNCIL membership shall reflect the following representation:
 - Business/Industry/Trades (At least 51%)
 - Organized Labor
 - Community/Parent
 - Government
 - UAF Career & Technical College Representative

*Bylaws
CTE Advisory Council
Page 1 of 4*

- Career Technical Teacher
 - Career Technical Student
 - School Board Member
4. No individual shall be barred from membership solely on the basis of race, color, religion, sex, age, national origin, disability, marital status, pregnancy, sexual orientation or veteran status.
5. Nonvoting ex officio COUNCIL membership shall be as follows:
- District staff functioning as the Career Technical Education Administration
 - School personnel functioning as the Career Technical Education Department Chairs
 - Career Technical Middle School Teacher
 - Career Technical Middle School Student

Section B. **TERM OF MEMBERSHIP** – All voting members shall serve terms of three years and are eligible for reappointment. At the close of each fiscal year three (3) voting members will be advertised for and/or solicited by the Nominating Committee for appointment to the Council following recommendations by the Career Technical Education Administration and appointed by the SUPERINTENDANT OF SCHOOLS.

Section C. **ATTENDANCE** – A COUNCIL member with three (3) unexcused absences from regular meetings in one fiscal year shall be dropped from membership unless the COUNCIL approves an individual exception.

ARTICLE IV: OPERATIONAL PARAMETERS

Section A. **FISCAL YEAR** – the operational (fiscal) year for the COUNCIL shall be consistent with that of the School District: July 1 through June 30.

Section B. **COUNCIL REPORTING** – The COUNCIL shall report to the BOARD OF EDUCATION on no less than an annual basis. Such reporting shall occur through the SUPERINTENDENT OF SCHOOLS. All approved minutes taken during COUNCIL meetings will be forwarded to the BOARD OF EDUCATION secretary.

Section C. **COUNCIL ACTIVITIES** – The COUNCIL shall establish a formal PROGRAM AND SCOPE OF WORK describing its plan of activities for each fiscal year. The PROGRAM AND SCOPE OF WORK shall be developed at the beginning of the fiscal year and be included as an integral part of the COUNCIL'S annual report. The COUNCIL will review the School Districts Career Technical Education curriculum regularly and make recommendations regarding the curriculum as appropriate.

Section D. **AUTHORITY** – The rules contained in the current edition of Robert's Rules of Order shall govern the procedures of the COUNCIL.

Section E. **REPORTS, PROGRAMS AND RECOMMENDATIONS** – Any reports, programs or recommendations endorsed by the School District's Career Technical Advisory Council must be approved by the CTEAC.

ARTICLE V: OFFICERS

Section A. **OFFICERS** – The officers of the COUNCIL shall be as follows:

- President
- Past-President
- Vice President
- Secretary

Section B. **ELECTION** – Officers shall be nominated one meeting prior to the last meeting held during each fiscal year by the Nominating Committee. Officers shall be elected by a majority vote of those members present during the first official meeting of each fiscal year.

Section C. **TERMS OF OFFICE** – Each officer shall be elected for one year and may succeed oneself in that same office.

Section D. **DUTIES** – COUNCIL officer duties shall be:

1. The President shall preside at all COUNCIL meetings and shall have general supervision of the affairs of the COUNCIL. The President shall appoint all committees and committee chairs. With assistance from the District's Career Technical Education administration, the Chair shall prepare a draft meeting agenda.
2. The Past-President will serve as Chair of the Nominating Committee.
3. The Vice President shall assume the duties of the Chair in the event of his/her absence.
4. The Secretary, with assistance from the District's Career Technical Education administration, shall ensure that records of the COUNCIL'S proceedings are maintained. The Secretary shall attest to an approved set of Minutes. Copies of minutes from each meeting shall be provided to all members prior to the next scheduled meeting. The Secretary shall call the meeting to order in the absence of the President and Vice President and shall preside until the selection of a President Pro Tem.

*Bylaws
CTE Advisory Council*

Section E. **VACANCIES**

1. In the event of a vacancy in the office of PRESIDENT the VICE PRESIDENT shall succeed to the office of PRESIDENT and serve out the remainder of the term of office.
2. In the event of a vacancy in the office of VICE PRESIDENT or SECRETARY election of a new officer shall be held at the next regular meeting.

ARTICLE VI: MEETINGS

Section A. **REGULAR MEETINGS** – The regular meetings of the COUNCIL shall be held on a regular basis and at a designated time and place established by the COUNCIL at the first meeting of the fiscal year. Meeting dates, times and locations may be adjusted at the discretion of the Chair. Notice will be sent to the Board of Education Secretary.

Section B. **SPECIAL MEETINGS** – The President or three members of the COUNCIL may call a special meeting, provided prior notice has been given, stating the purpose, place and time of such meeting.

ARTICLE VII: AMENDMENTS

Provision of these BYLAWS may be amended by a two-thirds (2/3) VOTE of those in attendance at a regular COUNCIL meeting provided notice and content of the proposed amendment (s) shall have been provided to all COUNCIL members in writing 10 days prior to the meeting at which the amendment is to receive action.

Drafted	December 9, 1985
Adopted	March 10, 1986
Revised	October 26, 1987
Revised	January 5, 1995
Revised	April 6, 2000
Revised	February 11, 2010