

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

December 8, 2015

Parent Engagement Committee Meeting

5:30 p.m.

Board Room, Administrative Center
520 Fifth Avenue

AGENDA

1. Call to Order

- 2. 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

Lisa Gentry, Board Vice President & Committee Chair
Sue Hull, Board Member

Kelly Atlee
Enei Begaye
Kristen Freiburger
John Gregor
Bobbi Hamilton
Tonya Howard
Peter Lizardi
Sonja Ramstad
Jodi Rhoades
Cassie Scofield
Becky Williams
Teffonie Wyman

4. Adoption of the Agenda

- Move to adopt the agenda

5. Public Comments: *Comments limited to items on the agenda only*

6. Introductions

7. Overview of Committee Charge

8. Review of background information

9. Discussion of path forward

10. Set meeting schedule

11. Committee Announcements

12. Adjournment

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 ten members including one board member to act as chairperson. Each board member will appoint a representative to serve on the committee. Six additional members will be appointed by the school 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, two-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. Summary reports, when applicable, will be forwarded to the board.

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

Approved: September 14, 2015

Updated: November 30, 2015



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?

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)

<p>TYPE 1 PARENTING</p> <p>Help all families establish home environments to support children as students.</p>
<p style="text-align: center;">Sample Practices</p> <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.
<p style="text-align: center;">Challenges</p> <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.
<p style="text-align: center;">Redefinitions</p> <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 any where, any time, in varied forms.</i>
<p style="text-align: center;">Results for Students</p> <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.
<p style="text-align: center;">Results for Parents</p> <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.
<p style="text-align: center;">Results for Teachers</p> <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)

<p>TYPE 2 COMMUNICATING</p>
<p>Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.</p>
<p>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>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>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>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>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>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.

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<p>TYPE 3 VOLUNTEERING Recruit and organize parent help and support.</p>
<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.

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<p>TYPE 4 LEARNING AT HOME</p> <p>Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.</p>
<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.

Epstein's Framework of Six Types of Involvement
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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.

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<p>TYPE 6</p> <p>COLLABORATING WITH COMMUNITY</p> <p>Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.</p>
<p>Sample Practices</p> <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.
<p>Challenges</p> <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.
<p>Redefinitions</p> <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>
<p>Results for Students</p> <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.
<p>Results for Parents</p> <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.
<p>Results for Teachers</p> <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.