Advisory Committee Meeting

Comprehensive Review of School Climate and Discipline

WELCOME!

November 15, 2017
Project Staff from EdNW

Vicki Nishioka

Trevor Soponis

Bernie Sorenson
Navigating...
Follow link into MeetingSphere...

https://us01.meetingsphere.com/27189391/alaskastateplan-webinars

- Enter your name & email address...
- Enter session...
Finding your way around...

Multiple agenda items opened for you

- One: Vision
- Two: Alaska's ELA and Math Standards
- Three: Uses of the Statewide Assessment System
- Four: Grades to test in High School
- Five: Interim or Summative Assessment
- Six: Nationally Recognized High School Academic Test
- Seven: Accountability System Design Priorities
- Eight: Accountability Indicators for Grades K - 8
- Nine: Accountability Indicators for Grades 9-12
- Ten: School Quality or Student Success Measure
- Eleven: Innovative Programs and Practices
- Twelve: Activities, Strategies, and Interventions
- Participant Affiliation
- Questions for the EED Team

Double click on tool or activity to enter space
Select tool or activity and click join to enter space
Enter your first activity...

In five years, how would you like to describe Alaska's educational system?

Read the “Participant instructions.”

Clicking on OK when ready to continue.
The Brainstorm...

Type in your ideas here; click on the green check mark when done.

Ideas will show up here as participant brainstorm...

You can comment on others’ ideas...
Let’s navigate…

Edit your ideas here...
Delete your ideas here...
Go to agenda...
Comment on other ideas...

In five years, how would you like to describe Alaska's educational system?

1. Enter your idea here…
Let’s vote...

Read question & information here...

Read and comment on others’ thoughts...

Vote here...

Submit here...
Rank ideas...

Comment as you see fit...

Click, hold, and drag ideas until they are in the desired order...

Then hit Green Check

Hit Red “X” To start over...
Weigh in...

Check out directions and Likert scale

Read and comment

Share your opinion on the Likert scale

Hint: Hover mouse over buttons to see ratings.

Submit

Start over
Using sticky points inside a brainstorm...

Drag the sticky points icon from the bar and **drop** on the idea...

Use sticky points to show your support or opinion of an idea...
Categorize your questions or ideas...

What questions do you have concerning ESSA for the EED team?

Add your question to the brainstorm space below. If your question fits one of the folder category, drag your question to that folder. Check back often to find answers from EED and other advisory group members’ comments.
Use same link & email address to come back to...

https://us01.meetingsphere.com/27189391/aspac

Check back to see results of voting or ranking activities...
Welcome . . .

“I hope to create with our community a healthy discipline system for Fairbanks, including long-term suspensions – beyond a zero tolerance view.”

- Dr. Karen Gaborik, Superintendent of Schools
## Meeting Agenda

| I. Opening Activity: Getting the Conversation Going through MeetingSphere & Webex | Trevor Soponis & Bernie Sorenson, Education Northwest |
| II. Superintendent’s Welcome Message | Karen Gaborik, Superintendent FNSBSD |
| III. EdNW Team Introductions & Project Overview | Bernie Sorenson, Education Northwest |
| IV. Advisory Committee Roles & Responsibilities | Trevor Soponis, Education Northwest |
| V. Overview of Project Phases | Bernie Sorenson, Education Northwest |
| VI. Next Steps – Questions, Exit Ticket | Shaun Kraska, Assistant Superintendent FNSBSD \ Bernie Sorenson, Education Northwest |
Meeting Goals

• Understand purpose of engaging a broad set of community voices
• Roles & Responsibilities
• Become Comfortable with MeetingShere & WebEx
• Get to Know One Another as Thought Partners & Advisers
• Engage you as stakeholders in giving input – strengths, challenges, hopes and wishes
Over-all Project Goal(s)

Conduct a truly collaborative stakeholder engagement process that will gather important community perspectives and input to inform decisions on improving school climate and discipline.

✓ Practices that meet the different need of all students in the K-12 system
✓ Shared vision & policy alignment
✓ Adopted discipline approaches that work to develop the conditions for student success and achievement k-12
The Journey Map . . .

2017 - 18

- Nov. – Dec.
- Jan. – Feb.
- Mar. – Apr.
- July – Sep.
- Nov. – Dec.

Monthly Advisory Committee Meetings

Phase I:
Engaging Stakeholder in Understanding Strengths, Challenges & Possibilities for Our Future

Phase II:
Engaging Our Stakeholder in Setting Priorities

Phase III:
Affirming Direction & Raising Greater Community Commitment & Awareness

Phase IV:
Engaging Our Stakeholder Feedback (Proposals, Drafts)

Phase V:
Draft Policy/Practices & Implementation/Evaluation Planning

Phase VI:
Toward Community Commitment & School Board Adoption
<table>
<thead>
<tr>
<th>Possible Methods for Stakeholder Involvement</th>
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<tbody>
<tr>
<td><strong>Advisory Committee</strong></td>
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<tr>
<td>(10 - 15 members from across district &amp; community)</td>
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<tr>
<td><strong>Focus groups</strong></td>
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<tr>
<td><strong>Work groups</strong></td>
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<tr>
<td><strong>District Leadership Team</strong></td>
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<tr>
<td><strong>Parents/Community</strong></td>
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<thead>
<tr>
<th>Inform</th>
<th>Educate</th>
<th>Clarify</th>
<th>Engage</th>
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District Leadership

- Receive regular updates on the process
- Provide input & feedback on emerging voices of stakeholders
- Consider, review, design policy changes based on AC committee recommendations
District Leadership Team

- Karen Gaborik, Superintendent
- Shaun Kraska, Assistant Superintendent
- Sandy Kowalski, Assistant Superintendent
- Janet Cobb, Information Systems
- Ivory Mc Daniel, Human Resources
- Heather Raeunhorst, PR Department
- Wendy Dominique, School board
- Jeff Hebard, FEA Representative
- Thad Keener, FEA Representative
- Heather Steward, FPA Representative
- Beth FPA Representative
- ________, NCAA Representative
- Dalphnie Gustafson, FNA Representative
- Steve Guniss, FNA Representative
- ________, Law Enforcement

Inform • Educate • Clarify • Engage
Focus Groups

- Job- or interest-related groups
- Webinar or face-to-face meetings to learn and gather input, get ideas, potential challenges
- Abbreviated presentations to gather input and feedback throughout process
District Leadership Team

❖ Students
❖ Law Enforcement
❖ Juvenile Probations
❖ Parents & PTAs
❖ Teachers

❖ Community Diversity Groups
❖ Counselors
❖ Health and Social Services
❖ School Board
❖ School Administrators
Work Groups

- Use trends from emerging stakeholders’ voices to develop options
- Identify consideration for the various options
- Make technical recommendations
Public-at-large

- Review materials and webinars posted to district webpage
- Provide input & feedback through online surveys, public meetings etc.
Engaging the Voices of the Community

Input Sources for the Development of the Fairbanks Stakeholder Engagement Process to Guide the CRSCD

- District Leadership Team
- Feasibility & FNSBSD Current Reality
- CRSDR
  - Why It’s Important
  - Purpose of the Plan
  - What is Our Current Reality
  - What do We Value Most
  - What We Vision for the Future
  - How Do We Get There From Here
- Legislative or Federal Mandates
- Advisory Committee
- Broad Consultation w/ Stakeholders
- Research & Best Practice

Inform • Educate • Clarify • Engage
Engaging the Voices of the Community

Process Overview:
Listening to Emerging Voices of Stakeholders for Input into the CRSCD

Analysis
(MeetingSphere & EdNW)

Discussions with
Stakeholder
Groups

(Possible)Stakeholder Engagement Tools

MeetingSphere

Community Meetings

SH Discussion Groups

School Meetings

Stakeholder Input Review

MeetingSphere Advisory/Community Analysis

Emerging Voices of Stakeholders

Inform • Educate • Clarify • Engage
Phases 1-3

1. Understanding the Current Reality
   Engage in moderated discussions (F2F, synchronously and asynchronously) of the information, data collected to strengthen the district's, the SH & the AC's understanding of the district's current reality.

2. Setting Priorities
   Assist in helping to set priorities by providing insight, wisdom and feedback along the way. Also support involvement of other stakeholders as greater clarity and understanding of solid priorities become evident.

3. Affirming Direction & Raising Awareness
   Share what you are learning with your own networks and communities.

Inform • Educate • Clarify • Engage
Phases 3-6

4. Re-engaging Stakeholders for Refinement and Feedback

Continue to share out to your own networks and communities, share what stakeholders have said and the priorities being proposed and help them understand how they can stay engaged and provide feedback along the way.

5. Implementation and Evaluation Planning

Assist district leadership team in helping to set plans for how to implement and evaluate moving forward. Provide feedback to district leadership team on policy and practice recommendations.

6. Toward Community & Board Adoption

Support in the development and presentations for the final set of community awareness meetings.

Inform • Educate • Clarify • Engage
Thanks!
(until next time...)

Meeting Schedule – up to 90 minutes

- **November 17, 2017 3:30 p.m. (F2F & asynchronously)**
- **December ______ 3:30 p.m. (virtual/asynchronously)**
- **January ______ 3:30 p.m. (F2F & asynchronously)**
- **February ___ 3:30 p.m. (virtual/asynchronously)**
- **March____ 3:30 p.m. (F2F & asynchronously)**
- **April ______ 3:30 p.m. (virtual/asynchronously)**
- **May ________ 3:30 p.m. (virtual/asynchronously)**
- **June ________ 3:30 p.m. (F2F asynchronously)**
Exit Ticket
Thanks!

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bernie Sorenson</td>
<td>Senior Advisor</td>
<td>503.275.9617</td>
<td><a href="mailto:bernie.sorenson@educationnorthwest.org">bernie.sorenson@educationnorthwest.org</a></td>
</tr>
<tr>
<td>Vicki Nishioka</td>
<td>Senior Advisor</td>
<td>503.275.9498</td>
<td><a href="mailto:vicki.nishioka@educationnorthwest.org">vicki.nishioka@educationnorthwest.org</a></td>
</tr>
<tr>
<td>Trevor Soponis</td>
<td>Senior Advisor</td>
<td>503.275.9491</td>
<td><a href="mailto:trevor.soponis@educationnorthwest.org">trevor.soponis@educationnorthwest.org</a></td>
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http://educationnorthwest.org
### 30 Second Interview

<table>
<thead>
<tr>
<th>Round 1</th>
<th>Partner A</th>
<th>Partner B</th>
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<tbody>
<tr>
<td>(30 seconds)</td>
<td>Talk</td>
<td>!</td>
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<tr>
<td></td>
<td>Listen</td>
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<thead>
<tr>
<th>Round 2</th>
<th>Partner A</th>
<th>Partner B</th>
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<tbody>
<tr>
<td>(30 seconds)</td>
<td>Listen</td>
<td>?</td>
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<tr>
<td></td>
<td>Ask Questions</td>
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<table>
<thead>
<tr>
<th>Round 3</th>
<th>Partner A</th>
<th>Partner B</th>
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<tbody>
<tr>
<td>(30 seconds)</td>
<td>Respond</td>
<td>!</td>
</tr>
<tr>
<td></td>
<td>Listen</td>
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</tbody>
</table>

- Switch roles
- Partner B shares out to large group what they learned about partner A
Reflection Questions

• What did it feel like...
  • not to respond immediately?
  • to have space to listen?
  • to know the structure of the conversation?

• How did the structure of the conversation SUPPORT communication?

• How did the structure of the conversation HINDER communication?