KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Office of Superintendent
Dr. Donna Peterson, Superintendent of Schools
148 North Binkley Street Soldotna, Alaska 99669-7553
Phone (907) 714-8888 Fax (907) 262-9132

M E M O R A N D U M

DATE: June 26, 2007

TO: Members, Board of Education

FROM: Donna Peterson, Ed.D.
Superintendent of Schools

RE: Site Council Worksession

During the June planning retreat, one of the School Board goals developed was to "Improve two-way communication with site councils and the public on substantive issues." To that end a worksession has been scheduled for a review of what is currently happening with site councils in our District. In preparation for the worksession, a variety of items are provided:

1. Policy and administrative regulation regarding school based councils
2. Parent training agendas
3. Sample handouts from the two annual trainings held Districtwide for site councils/PTAs/parents

At the July meeting each year a copy of the annual activity reports from each of the school site councils is included. This annual report is distributed to the principal and site council chair at each school as well as available during the training sessions. The administration pays particular attention to the fifth question regarding additional training that is requested/needed and either weaves a training strand through the annual trainings or provides resources to the school if possible to meet their requested needs.

Each month the minutes from the site councils are received in District Office and reviewed by the Superintendent. Questions and suggestions are asked/provided to the administrator as needed for clarification. As requested and available, a member from District Office staff attends site council meetings on particular topics of interest.

In the 2003-2004 school year, additional training was provided to administrators regarding parental involvement. Enclosed is the module used for that training. Special emphasis was placed on meaningful involvement and communication. Though not directly related to site councils, this work seems similar to the Board's intent with this goal and thus is provided for information purposes.

We look forward to receiving suggestions for accomplishing the goal and/or improving communication to/from site councils.

Series oooo
BP 0420 School Based Decision Making/Site Councils

KPBSD Policy Manual

BP 0420

Philosophy-Goals-Objectives and Comprehensive Plans
SCHOOL-BASED DECISION MAKING/SITE COUNCILS

The School Board believes that shared decision making at the site level can improve school performance. The Board supports the involvement of staff, students, parents/guardians and the community in such decision-making and encourages the use of site councils in developing policies and programs which respond to the unique needs of individual schools in accordance with District goals.

(cf.0200 - Goals for the School District)
(cf.0510 - School District Report Card)

Legal Reference:

ALASKA STATUTES
14.03.120 Education planning

ALASKA ADMINISTRATIVE CODE
AAC 05.010 - 4 AAC 05.090 Local Education

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: 5/15/00

AR 0420 School-Based Management/Site Councils
E 0420 Site Council Annual Evaluation Form
E 0420b Site-Based Improvement Councils

Series 0000
AR 0420 School-Based Management/Site Councils

KPBSD Policy Manual

AR 0420

Philosophy-Goals-Objectives and Comprehensive Plans
SCHOOL-BASED MANAGEMENT/SITE COUNCILS

Philosophy:

The Board of Education is committed to the continuous improvement of student learning and believes that student achievement can be enhanced through increasing the level of involvement of school community members affected by educational decisions.

Purpose and Role:

School councils function as an advisory body in the joint planning and problem solving processes for improving student learning that occur at the local school level. Individual members of school councils will bring ideas to and from their constituent group and then, after discussion and input, act as "people of goodwill" making the best decisions for the students of the school.

Council Composition:

School councils shall include representation of the following:

Principal
Teachers (2)
Support Staff (1)
Parents (3)
Non-parent community member (1)
Student – Secondary schools (1-4)
Elementary school (optional)

School councils may elect to expand their membership providing the proportionate representations of all groups (except the principal in one-administrator schools) remain the same.

In the absence of proportional membership in any of the representative groups, after a reasonable and documented effort has been made to enlist participation, the remaining members shall constitute a duly formed council and may conduct their business according to appropriately developed bylaws of the school based decision making council.

In schools of less than 100 students and at KPBSD program sites (Connections, Kenai Youth Facility, Kenai Alternative, Homer Flex, Spring Creek, etc.), a request can be made to the Superintendent to consider a substitute process for gathering information and assisting with site decisions.

Charter Schools are exempt from the requirement for site councils as their Academic Policy Committee (APC) serves as the decision-making body representing parents.

Council Selection:

Principal: selected by virtue of his/her position and shall have the responsibility to guide the council in developing an organizational structure for conducting the council's business

Employees (teachers and support staff): eligible staff must be assigned to the school for more

than 50% of their daily schedule. Itinerant teachers will be considered members of their home-based school.

Parents: eligible parents must have a child in the school during the period of elected service. The system for election is defined in the bylaws of school council. Recognized parent groups should be represented on the school council.

Non-parent community member: elected by the seated members of the council following a nomination process conducted by the principal, in accordance with the school council bylaws.

Student(s): elected through a process defined at the school level, in accordance with the school council bylaws.

Elected school council members may stand for re-election if they continue to meet the requirements of the position. Council members shall not be District Board of Education members. Parent and non-parent community members shall not be employees of the District assigned in any capacity (except short term substitute) to the school of their representation.

Parameters and Functions:

School councils shall conduct their business in compliance with the following:

Alaska Statutes
Alaska Department of Education and Early Development Regulations
Board of Education Policies
Federal Laws and Regulations related to education
Negotiated Agreements and Associated Variances
School District Administrative Regulations and Rules (i.e. enrollment, calendar, transportation, fiscal services, purchasing, environmental requirements [OSHA, AHERA], staffing formulas, curriculum, assessments)
Contracts with suppliers and vendors
Budgetary limitations
Student Activity Association requirements
Limitations defined by Board of Education action or administrative mandates

Bylaws:

All school councils shall operate under bylaws adopted by the council and filed with the Superintendent. School council decisions will be made by consensus as defined in the council bylaws. All meetings are to be advertised, held publicly in accordance with the open meetings act, and minutes posted and/or distributed to the school population. Bylaws should specifically address the following elements:

School mission statement
Composition of the school council and terms of service
Officers
Agenda setting
Meeting frequency, date, and time (A minimum of four meetings is required per year)
Minutes (Copies sent to the Superintendent after each meeting)
Process for revision of bylaws
Process for Community input/participation in council work (See attached Exhibit for sample form)
Self-evaluation to be completed annually (District identified process submitted to the Board of Education– see attached Exhibit)

General Operation:

The principal remains the sole administrator of the school and will operate the school within the normal constraints of the District, including working with the school council. When Districts and schools establish school councils that foster involvement focused on improving student achievement, all children benefit. To that end, input from school councils will be considered on decisions affecting school improvement plans such as:

Inservice plans
School staffing patterns
Curricular initiatives/projects/courses
Capital improvement and maintenance project needs
Co-curricular activities
School policies
School budget
Scheduling
Preferred qualifications/characteristics for staff hires

Selection of School Administrator:

When a vacancy at a school site for the principal/principal teacher becomes known, the Superintendent will consult with the School Council. The Council will provide the Superintendent with input regarding selection qualifications for candidates. Additionally, opportunities will also be provided for individual community or school members to provide information regarding preferred qualifications/characteristics that they would like candidates to possess. If an opening is determined, the Superintendent will cause the position to be advertised, will receive applications, screen and evaluate materials and conduct interviews. When possible, interviews will be open to the public to observe and will be conducted at the school with written opportunities for evaluation available to those observing. The Superintendent will make the selection, subject to approval by the Board of Education.

Waiver Process:

School councils that conclude their work in improving student performance is impeded or frustrated by the existence of a policy or regulation may petition for a waiver from the requirements. Written requests are submitted for consideration by the Superintendent. Waivers of policy and regulation must meet the following criteria:

1. Identify the specific policy, regulation, or requirement, which the council wishes to have waived.
2. Describe the manner in which the policy, regulation, or requirement impedes the improvement of students achievement in that setting.
3. Detail the manner in which the council anticipates accomplishing the intent of the policy, regulation, or requirement for which the waiver is sought.

The curriculum of the District is, by statute and policy, defined by the Board of Education. Departure from the prescribed curriculum will require approval consistent with the Board of Education regulation BP 6141.

District Support:

District office personnel will collect, interpret, and provide student performance data to the local school. The school councils will use this data as they review and assure alignment between school development plans/school council activities and the focus on improvement of student learning.

In addition, District office personnel will use their specialties to assist school councils in operations and training, particularly in the following areas:

Operational rules for school councils
Conflict resolution
Effective meetings
Consensus building
Techniques for active listening
Goal setting processes, implementation plans, and assessment processes
School council committees– to maximize involvement from constituencies
Team building
Assessing community attitudes
Writing/updating bylaws

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: 4/3/06

BP 0420 School Based Decision Making/Site Councils
E 0420 Site Council Annual Evaluation Form
E 0420b Site-Based Improvement Councils

Kenai Peninsula Borough School District
Site Council Annual Evaluation Form
Due to Superintendent by June 1.

School: _____

Meeting dates and approximate attendance for this school year:

What steps did the council take towards achieving the school goal(s)?

Which topic discussed/acted upon by your council led most significantly to the improvement of student learning? Explain.

List other significant topics discussed during site council meetings this year.

Is there an area where your council could benefit from additional training or information?

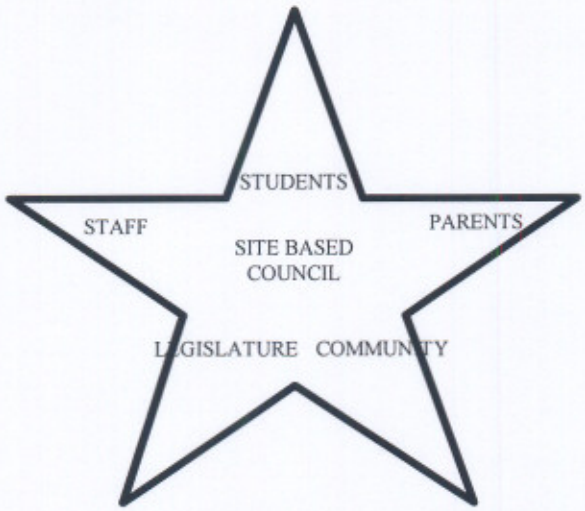
General Comments

Note: This form will be included in an information packet for Board of Education members.

E 0420(b)

KPBSD SITE-BASED IMPROVEMENT COUNCILS

Dedicated to the Continued Delivery of Quality Education for all Students



Date: _____

Concern: _____

_____

Explanation: _____

_____

_____

Proposed Result: _____

_____

Please submit this form to the school office in an envelope marked "Site Based Council." If you wish to have a personal response, please complete the information below:

Name: _____ **Phone:** _____

Address: _____

Site Council and Parent Group Meeting
Kenai Peninsula Borough School District
Wednesday, October 4, 2006
Kenai River Center

----- Agenda Topics -----	
10:30 a.m.	INTRODUCTIONS
11:00 a.m.	FEDERAL, STATE, DISTRICT UPDATES
12:00 p.m.	LIGHT WORKING LUNCH PROVIDED
12:30 p.m.	ROLE OF SITE COUNCILS/PTAs/BOOSTER CLUBS/PARENT GROUPS AND VOLUNTEERS
1:00 p.m.	MEETING TIPS
1:30 p.m.	SHARING BETWEEN SCHOOLS
2:00 p.m.	ADJOURN

Site Council and Parent Group Meeting
Kenai Peninsula Borough School District
Wednesday, January 31, 2007
Kenai River Center

----- Agenda Topics -----	
10:30 a.m.	INTRODUCTIONS
11:15 a.m.	LEGISLATIVE OVERVIEW – Kenai Legislative Office
12:00 p.m.	LIGHT WORKING LUNCH WILL BE PROVIDED
12:15 p.m.	DISTRICT UPDATES Legislative Priorities Budget District Initiatives
1:00 p.m.	SHARING/GENERAL QUESTIONS
2:00 p.m.	ADJOURN

Directions to the Kenai River Center in Soldotna, AK

Turn east onto Funny River Road at Mile 96.5 of the Sterling Highway in Soldotna, Alaska. The Kenai River Center is located at Mile 1.6 of Funny River Road, across from the Soldotna Municipal Airport.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Office of the Superintendent
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148 North Binkley Street Soldotna, Alaska 99669-7553
Phone (907) 714-8888 Fax (907) 262-9132

July 18, 2006

TO: Administrators

FROM: Dr. Donna Peterson, Superintendent

SUBJECT: Site Council Minutes

Kenai Peninsula School District Board Policy and Administrative Regulation 0420 reference site council roles, responsibilities, and operation. A minimum of four meetings of a school site council are required per year. Copies of the minutes are to be submitted to the superintendent after every meeting. Unless substantive changes are made to the minutes it is not necessary to resubmit approved minutes after action is taken on them at the subsequent meeting. The minutes are considered public documents and should be easily accessible to parents (posted on school website, sent electronically to parents, copies displayed in the office area). They are reviewed by the superintendent and occasionally, comments are made and questions are asked, as necessary.

A few items are required to be reflected in the site minutes. Specifically, once a year the discipline policies/practices of the schools need to be revisited. Many schools take this opportunity to also review dress code issues. Twice a year the pupil activity funds at the school need to be reviewed during a meeting. And finally, as unallocated staffing is awarded to schools, it is expected that the acknowledgement of the additional funding outside of the staffing formula is reflected in the minutes.

In schools less than 100 students, a parent group can be substituted for a site council. Below is a list of suggestions for site council operation.

Kenai Peninsula Borough School District
Site Council Annual List

"A Year in the Life" of a Site Council…

a) Review bylaws
b) Identify meeting schedule (at least 4 and turn in minutes to supt.)
c) Review school goals and improvement plans
d) Develop council goals for year
e) Define relationships/roles with other school groups
f) Nominations/elections
g) Review discipline procedures for the school
h) At the last meeting of each semester, review pupil activity funds
i) Understand legislative priorities and budget process
j) Participate as appropriate in hiring/ scheduling discussions
k) Review assessments, provide input into school goals
l) Assist with final report submitted by June 1 to School Board

Volunteer Involvement Opportunities

Classroom or School Volunteers	***PTA/PTO***	***Booster Clubs***	***Site Councils***	***Under 100 Students***
Work directly with teacher or staff member(s)	Governed by students fund-raising school support political act ivies acceptable	Support for activities fundraising	Advisory to administration Blue Book specifies makeup 710 accounts, schedules, courses, discipline, dress code and etc.	Combined parent/community group.

District Support

Training 2 times per year
10:00 a.m. to 2:00 p.m.
Borough Assembly Room
September
January

- State of District
- Skills (meetings…)
- New "stuff"
- Q and A
- Resources
- Sharing between schools

2003-2004 Parent Corps

- Homework
- Parent conferences
- "Normal" behavior
- Community expectations/morals

Shared decision making at District level
Site based management at site level
Requirement: alignment w/achievement of key goals and student performance targets

KPBSD Acronyms

AYP – Adequate Yearly Progress

"Cap" – Funding ceiling with maximum local effort

ACD – Area Cost Differential

PERS/TRS – Retirement systems (public employees/teachers)

PTR – Pupil teacher ratio (class size)

HSGQE – High School Graduation Qualifying Exam

SBAs – Standards based assessments

CBM/DIBELS – Primary assessment tools

APC – Academic Policy Committee

PEP – Personalized education plan

IDEA – Individuals with Disabilities Education Act

NCLB – No Child Left Behind

KPBSD Ambassador List

Volunteers

Anything, anywhere once screened
Sign in/out, any level of commitment

Booster Club

Activity oriented
Fundraising (501c3 or 710 school accounts)

PTA/PTO, etc.

Nationally recognized
Fundraising
Politics okay
Partnership arrangement

Site Councils

"Arm" of school (Required; under 100 option)
No fundraising
No politics
Vehicle recognized for school level input

APC (Academic Policy Committee)

Charter schools
Discipline, principal
Agreements, policies of KPBSD, statutes

Developed for training 9/15/05 by D. Peterson

Possible Ground Rules

Establish routines for communication and input. We:

- come to meeting on time and prepared
- have a meeting facilitator and recorder (+other roles as needed)
- keep an open mind during discussions
- do what we say we are going to do

Involve all members in important discussions. We:

- provide time for discussions, assimilation, and decisions
- give non-contributing members the opportunity to share
- strive for consensus on decisions
- seek feedback from others

Care about each other. We:

- listen actively, ask clarifying questions
- agree to disagree, agreeably
- exercise common courtesy
- choose our words carefully

Help focus on issues by using problem solving strategies. We:

- use clarifying phrases for introducing, contrasting, interjecting
- say what we mean without fear
- focus on the problem, not the person
- make (and are willing to make) exceptions

From the Innovator Tool Box

Building Effective Teams

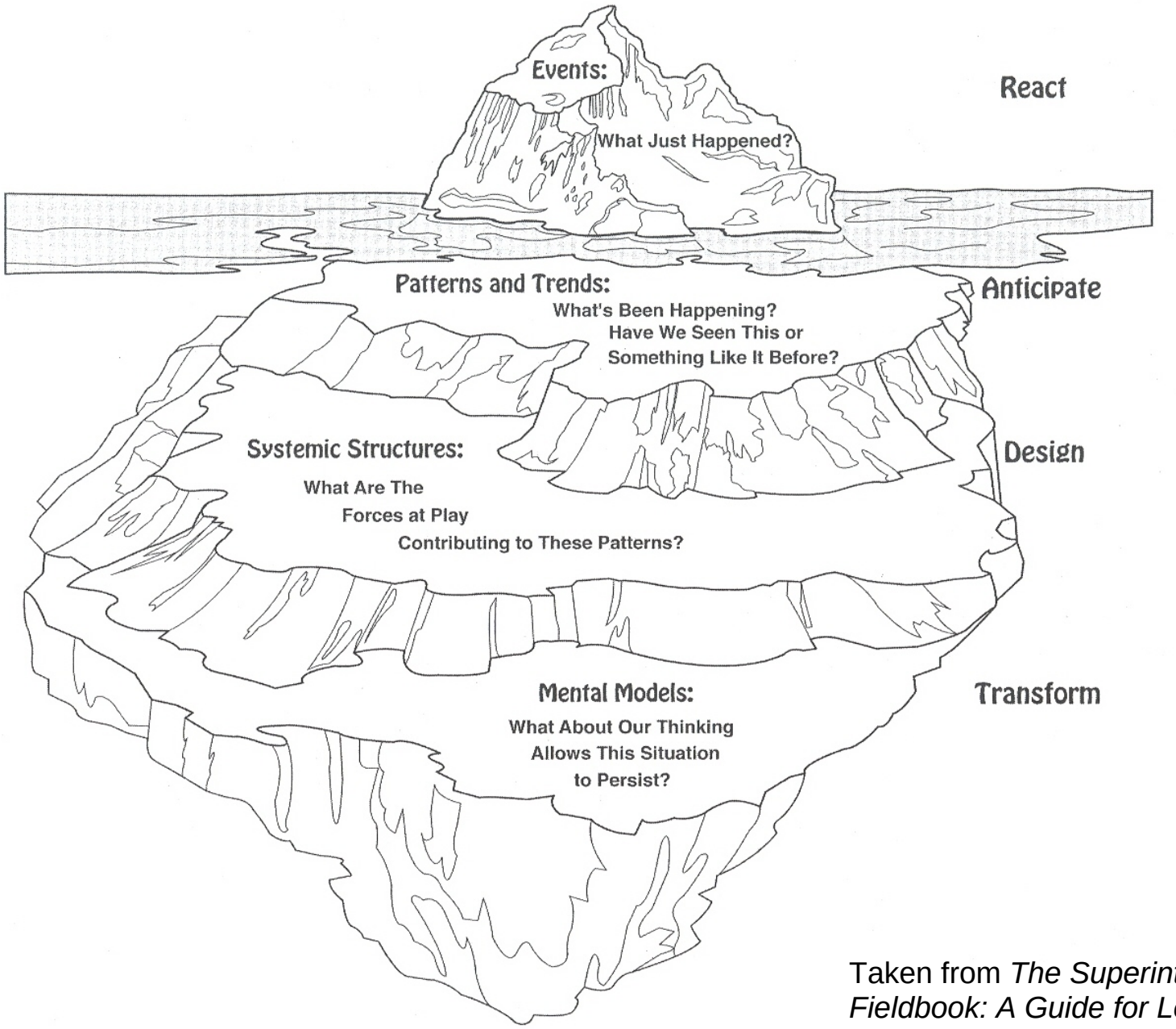
Members of effective teams are committed to group goals above and beyond their personal goals and understand how the team fits into the overall business of the organization. Team members trust each other to honor commitments, maintain confidences, and support team goals, and they feel a sense of partnership with each other despite differences and disagreements.

On effective teams, everyone has a role and participates in achieving consensus on action plans, and every effective team has a clear purpose, established communication methods, agreed upon ways of dealing with problems, planning procedures, regular meetings, and meeting agendas and minutes.

The following survey can help team members analyze strengths and challenges, plan staff development to address critical issues, and celebrate the team's progress in becoming more effective:

	We need help with this	*We're making progress*	*We have reason to celebrate*
1. The team includes members with varied teaching styles, learning styles, skills, and interests.			
2. Members respect and trust each other.			
3. Members agree on the team's mission.			
4. Members consider the team's mission as workable.			
5. The team has an action plan.			
6. The team has drawn up timeline describing project steps.			
7. Team members understand what resources are available to help meet team needs and goals.			
8. The team meets regularly.			
9. The team meets at times convenient for all members.			
10. Team meeting places are convenient and comfortable			
11. Agendas are prepared and distributed before meetings.			
12. Written minutes are distributed shortly after meetings.			
13. The team has formally assigned roles.			
14. Members understand which roles belong to one person and which roles are shared.			
15. Each team member takes an active role in discussions.			
16. Team members listen attentively.			
17. The team has procedures for resolving conflict and reaching consensus.			
18. The team has established ways to communicate with the entire school community.			

(Adapted from material prepared by the South Carolina State Department of Education and presented at the 1995 School Team Conference by Ann Ishler and Deborah Childs-Bowen.)



Taken from *The Superintendent's Fieldbook: A Guide for Leaders of Learning*

Parent Involvement: Strategies for Success

A Handbook for KPBSD School Administrators

Compiled for KPBSD by Mo Sanders

A Message to School Administrators

This manual has been compiled to assist you in involving your parents, families and community in the education of your students.

The activities in this manual encourage you to review your current parent involvement policies and practices in order to consider the effectiveness of those strategies in reaching and involving 100% of your families.

The information and the strategies suggested in this manual are presented for your professional consideration.

The suggested format is presented as an optional framework.

While the research-base supporting involving parents and families in schools is compelling, each school must envision and enact their own unique strategies that will result in success for their own school community.

Parent Involvement: Strategies for Success

Contents

Section 1: Implementation Guidelines
- School-based Steps for Achieving Effective Parent Involvement

Section 2: Parent Involvement: Why Bother?
- What the Research Says about the Impact of Parent Involvement

Section 3: Six National Standards
- The Six National Standards for Parent Involvement
- National Standards in Action
- Envisioning Effective Parent Involvement

Section 4: Planning for Parent Involvement
- Planning Steps
- Sample Strategies
- Setting and Prioritizing Goals

Section 5: Monitoring Your Plan
- Collecting Data Over Time
- Looking for Trends in Data
- Supporting On-going Improvement

Section 6: Dealing with Change and Resistance
- Minimizing Resistance to Change
- Using the Change Process: C-BAM
- Creating a Compelling Case

Section 7: Resources
- Web Resources
- Middle School Article

Section 1

Implementation Guidelines

Parent Involvement: Strategies for Success

Guidelines

Step One
Review the Material

- Read through the Materials.
- Take into consideration the information in Section 6 on Change as it relates to your own school staff and parent groups/ leaders.

- Steps 1 – 6 can be completed during one half-day inservice or:
- Step One: 15 - 20 minutes

Step Two

Conduct Session One

- Present the research to staff.
- Discuss implications of the research at your school with your staff.
- Consider conducting this session with PAC/PTA.

- Steps 1 – 6 can be completed during one half-day inservice or:
- Step Two: One 40-60 minute session

Step Three

Conduct Session Two

- Present the six National Standards for Parent Involvement.
- Conduct Envisioning Exercise based on research implications and the six national standards.
- Small groups brainstorm support strategies for each standard Carousel-style on large charts.

- Steps 1 – 6 can be completed during one half-day inservice or:
- Step Three: One 40-60 minute session

Step Four

Establish Action Teams

- Establish voluntary Action Teams for each of the six standards.
- Action Teams receive brainstorm lists from staff session.
- Consider including parents and teachers on subcommittees.
- Set timeline for presenting Team results to the staff.

Step Five

Action Teams Meet

- Action Teams meet and develop action steps for addressing their standard at your school with local families.
- Teams conduct SWOT for each action or strategy they propose.

- Steps 1 – 6 can be completed during one half-day inservice or:
- Step Five: Two or more 30-60 minute sessions per Team

Step Six

Team Plans Presented to Staff

- Staff develops consensus on support for plan components by standard.
- Everyone agrees not to undermine the plan.
- Responsibilities and monitoring timelines are assigned.

- Steps 1 – 5 can be completed during one half-day inservice or:
- Step Six: One 30-60 minute session

Ongoing

Monitoring and Review

- Action Teams meet to review progress towards goals at specified times.
- Team membership reviewed/replaced as needed.

Section 2

Parent Involvement: Why Bother?

What to do with this section:

1. **Ask your group to hypothesize about the research on parent involvement. What do they see as the benefits?**
2. **Review the research presented in this section.**
3. **Present the research to your staff / parent groups**
4. **Discuss implications of the research with your staff / parent groups**

Presenting the Research

1. **Distribute the research one page at a time to individuals or small groups**
2. **Individuals/small groups read and then discuss the research with a partner or their small group**
3. **When pairs/small groups have discussed all the research, have each pair or small group consider the Discussion Question**
4. **Pairs/small groups report to whole group**
5. **Whole group determines whether or not to proceed with planning for parent involvement**

Implications of the Research
Discussion Questions

1. **Does the research lead you to believe that students, teachers, parents, families and community group benefit if they are involved with school?**
2. **Does the research present a compelling case for *reviewing* the existing attitudes, behaviors, and activities that currently *support or undermine* parent and family involvement for 100% of the families at your school?**

Why Bother?
What the Research Says

The research presented on the following pages represents the findings of more than 85 studies that document the profound and comprehensive benefits for sudents, families and schools, when parents and family members become participants in their children's education.

A.Henderson & N. Berla. *A New Generation of Evidence: The Family is Critical to Student Achievement* (1995).
J. Epstein. Johns Hopkins University: Center on School, Family, and Community Partnerships (2003).

The benefits of involving parents are not confined to the early years; there are significant gains at all ages and in all grade levels when parents are involved with student learning either at home or at school or both.

Junior and senior high school students whose parents remain involved make better transitions, maintain the quality of their work, and develop realistic plans for the future. Middle and high school students whose parents are not involved are more likely to drop out of or do poorly in school.

For low-income families, programs offering home visits are more successful than programs requiring parents to visit the school. However, when parents become involved at schools, their children make even greater gains.

When parents receive frequent and effective communication from school, their involvement increases, their overall evaluation of educators improves, and their attitudes toward the school are more positive.

Uninvolved parents who are treated as partners and given relevant information in a comfortable situation will put into practice effective parenting strategies and practices they may have been hesitant to participate in.

Students are much more likely to fall behind in academic performance if their parents do not participate in school events, develop a working relationship with their child's educators, or keep up with what is happening to their child at school.

Why Bother?
More Research

A. Henderson & N. Berla. A New Generation of Evidence: The Family is Critical to Student Achievement (1995).
J. Epstein. Johns Hopkins University Center on School, Family, and Community Partnerships (2003).

When parents are involved, parents and children communicate more often and better.

When parents are involved, teacher morale is improved.

When parents are involved, parents have higher opinions of teachers.

When parents are involved, the school's reputation is improved within the greater community.

When parents are able to keep close track of how well their child is doing in High School, students are more likely to receive A's and B's on report cards.

When parents are involved in positive parent programs and activities, problem-preventing communication is far more likely to take place between home and school.

Why Bother?
More Research...

A.Henderson & N. Berla. *A New Generation of Evidence: The Family is Critical to Student Achievement* (1995).
Joyce Epstein. Johns Hopkins University Center on School, Family, and Community Partnerships (2003).
RMC Research Center, Hampton NJ (1999).

Student behaviors such as alcohol use, violence and anti-social behaviors decrease as positive parent involvement increases.

When schools support effective parent involvement students achieve more, regardless of their socio-economic status, ethnic/racial background, or their parent's education level.

In programs that are designed to involve parents at many levels, student achievement for disadvantaged children not only improves, it can reach levels that are standard for middle-class children. With effective programs, children who are farthest behind make the greatest gains.

When parents are involved, students have higher grades and scores, better attendance, and complete homework with consistency.

When parents are involved, students have higher graduation rates and greater enrollments in post-secondary education.

Different types of parent involvement produce different gains. To have wide-spread, lasting gains for students, parent involvement activities must be well-planned, inclusive and comprehensive.

Research How Parents Respond to School Requests for Parent Involvement

In a recent national survey, parents responded by indicating why they do not participate in school functions, including parent outreach/involvement activities. Your will want to determine the degree to which these concerns represent barriers for the families in your own school.

Barriers to Parent Involvement	Percent Giving this Response
Parents do not have enough time	89 percent
Parents feel they have nothing to contribute	32 percent
Parents don't understand; don't know the system; they don't know how to be involved	32 percent
Lack of child care	28 percent
Parents feel intimidated	28 percent
Parents are not available during the time school functions are scheduled	18 percent
Language and cultural differences	15 percent
Lack of transportation	11 percent
Parents don't feel welcome at school	9 percent
Other barriers	21 percent

The National PTA issues this insight for schools to consider:

> Advocates for parent involvement need to think about the concept *in-group/out-group* (PTA, 1992).
> In almost every group there is an in-group—the group that usually holds offices, is highly involved and is "accepted," and the out-group—the group that does not get involved, or hold office.
>
> Because research has shown that children from at-risk homes, or out-group homes have the most to gain from parent involvement, a program that involves only the in-group may be excluding the very group it could most impact.

Would you say that 100% of your families are genuinely involved in your school in ways that are meaningful to the family and, in turn, to the school?

Section 3

Six National Standards

What to do with this section:

1. **Review the information presented in this section**
2. **Present the information to your staff/parent groups**
3. **Conduct a brainstorming session of possible actions related to standards**
4. **Prioritize action on standards**
5. **Establish Action Teams**

Presenting the Six Standards

1. **Distribute or project the six national standards**
2. **Divide staff/group into pairs or small groups**
3. **Distribute Positive Results handout for Standard One**
4. **Ask pairs or small groups consider Positive Results one standard at a time**
5. **Repeat for each standard**
6. **Ask pairs/small groups to discuss positive results for 2-4 minutes within their group before distributing the next set of results for the next standard**
7. **Distribute the handout "How Schools Involve Parents in the Six National Standards to pairs/small groups for discussion**
8. **Have pairs/small groups conduct Envisioning School Success activity using the handouts How Schools Involve Parents and Envisioning School Success**
9. **Have pairs or small groups share results with whole group**
10. **Post large charts around the room – one for each standard with 2 areas to record responses: Current Support and Potential Support activities and strategies (see handout)**
11. **Have pairs or small groups rotate through the posters, recording their "best thinking of the moment" for each category on each chart**
12. **Pairs/small groups "tour" the charts**
13. **Have the whole group vote or "spend-a-buck" to determine the order in which charts/standards warrant action in your school**
14. **Share results**
15. **Ask volunteers sign up for Action Teams – 1 team per standard**
    a. **Small schools may wish to address prioritized standards one at a time as a staff/parent group or with a sub-group of the staff/parent group**
16. **Collect and preserve charts for Action Teams**

Six National Standards for Parent Involvement

National Standards for Parent/Family Involvement Programs,
May 1988.

Standard I: Communicating	Communicating between home and school is regular, two-way , and meaningful.
Standard II: Parenting	Parenting skills are promoted and supported.
Standard III: Volunteering	Parents are welcome in the school, and their support and assistance is sought.
Standard IV: Student Learning	Parents play an integral role in assisting student learning
Standard V: Decision Making and Advocacy	Parents are full partners in the decisions that affect children and families.
Standard VI: Collaborating	Community resources are used to strengthen schools, families and student learning.

Standard I: Communicating Positive Results for Students, Parents, Teachers

When communication between schools is frequent, two-way and meaningful, these positive results have been documented. *Joyce Epstein. Johns Hopkins University: Center on School, Family and Community Partnerships.*

Positive Results for Students

1. **Greater awareness of personal progress in subjects and skills**
2. **Increased knowledge of actions needed to maintain or improve grades**
3. **Greater understanding of school programs and policies**
4. **Better informed decisions about courses and programs**
5. **Greater awareness of own role as courier and communicator in school-family partnerships**

Positive Results for Parents

1. **Better understanding of school programs and policies**
2. **Increase in monitoring and awareness of child's progress in skills and subjects**
3. **More effective responses to student problems**
4. **Greater ease of interactions and communications with school and teachers**

Positive Results for Teachers

1. **More appropriate and diverse forms of communication with individual families**
2. **Greater ability to use a network of parents to communicate with all families**
3. **Greater ability to understand family views and elicit help with student progress**

Standard II: Parenting
Positive Results for
Students, Parents, Teachers

When schools support and provide parenting skills information and training, these positive results have been documented. *Joyce Epstein. Johns Hopkins University: Center on School, Family and Community Partnerships*

Positive Results for Students

1. **Respect for family supervision**
2. **Respect for parents**
3. **Increase in positive personal qualities, habits, beliefs and values taught by family**
4. **Better balance between time spent on chores, other activities and homework**
5. **Improved school attendance**
6. **Greater awareness of the importance of school**

Positive Results for Parents

1. **Greater self-confidence about parenting**
2. **Greater knowledge of child and adolescent development**
3. **Greater ability to adjust home environment as children proceed through school**
4. **Greater awareness that the challenges of parenting are shared by many**
5. **Greater feeling of support from school and from other parents**

Positive Results for Teachers

1. **Enhanced understanding of families' backgrounds, cultures, concerns, goals, needs and views of their children**
2. **Greater respect for individual family strengths and efforts**
3. **Greater understanding of student diversity**
4. **Greater awareness of own ability to share appropriate information on child development with families**

Standard III: Volunteering
Positive Results for Students, Parents, Teachers

When schools recruit and organize volunteers, these positive results have been documented. *Joyce Epstein. Johns Hopkins University: Center on School, Family and Community Partnerships*

Positive Results for Students

1. **Greater skill in communicating with adults**
2. **Improved skills in areas that are tutored or taught by volunteers**
3. **Increased awareness of the many skills, talents, occupations and contributions of parents and other volunteers**

Positive Results for Parents

1. **Better understanding of the complexity of the teacher's job**
2. **More likely to conduct school activities at home**
3. **Increased self-confidence about ability to work with children in and out of school**
4. **Increased awareness that all families are welcome and valued at school**
5. **Increase in specific skill in area of volunteer work**
6. **More likely to enroll in programs that improve their own education**

Positive Results for Teachers

1. **More effective organization, training and use of volunteers**
2. **Greater readiness to involve families in new ways, including those families who do not volunteer at school**
3. **Greater appreciation of parent/family/volunteer talents and interests**
4. **Greater individual attention to students**

Standard IV: Learning at Home
Positive Results for Students, Parents, Teachers

When schools involve and support families in gaining content understanding and skillful strategies for learning at home, these positive results have been documented. *Joyce Epstein. Johns Hopkins University: Center on School, Family and Community Partnerships*

Positive Results for Students

1. **Gains in skills, abilities and test scores linked to homework and class work**
2. **Homework completion**
3. **Positive attitude about homework and school**
4. **View parents as being more similar to teachers and home as being more similar to school**
5. **Greater self-confidence in ability as a learner**

Positive Results for Parents

1. **Increased knowledge of how to support, encourage and help students at home each year**
2. **Better discussions with student about class work, homework and future plans**
3. **Better understanding of instructional program and what the child is learning in each subject**
4. **Greater appreciation of teacher skill**
5. **Awareness of the child as a learner**

Positive Results for Teachers

1. **More varied and improved design of homework**
2. **Greater respect for family time**
3. **Recognition of helpfulness from all family types(single-parent, blended family, dual-income) in motivating and reinforcing student learning**
4. **Greater satisfaction with families**

Standard V: Decision Making & Advocacy
Positive Results for Students, Parents, Teachers

When schools involve families in school decisions and support families in their advocacy efforts, these positive results have been documented. *Joyce Epstein. Johns Hopkins University: Center on School, Family and Community Partnerships*

Positive Results for Students

1. **Awareness of the role of their own family plays in representing school decisions**
2. **Greater understanding of their own responsibilities regarding school decisions**
3. **Awareness of the specific benefits linked to policies enacted by parent organizations**

Positive Results for Parents

1. **Provide more appropriate input into policies that effect children's education**
2. **Increased feeling of ownership of school policies and practices**
3. **Awareness of the role of their own voice in school decisions**
4. **Awareness of school, district and state policies**
5. **Increased positive connection with the school community**

Positive Results for Teachers

1. **Greater awareness of perspectives of families in policy development and school decisions**
2. **Greater acceptance of equality of family representatives on school committees and in leadership roles**

Standard VI: Collaborating Positive Results for Students, Parents, Teachers

When schools , families, and communities collaborate, these positive results have been documented. *Joyce Epstein. Johns Hopkins University: Center on School, Family and Community Partnerships*

Positive Results for Students

1. **Increase in skills and talents from enriched curricular and extra-curricular experiences**
2. **Increased knowledge from exploration with local careers and other options for future education and work**
3. **Increased self-confidence and feeling of value and belonging to local community**
4. **Increase in positive relationships with other adults in the community**

Positive Results for Parents

1. **Increased knowledge and use of local resources in order to increase their own skills and talents or obtain needed services**
2. **Increased positive interactions with other local families in community activities**
3. **Increased awareness of the community's contribution to the school**
4. **More participation in activities that strengthen the community**

Positive Results for Teachers

1. **Increased knowledge and use of community resources to enrich curriculum and instruction**
2. **Increased skill in working with/as mentors, business partners, community volunteers and others to assist both students and improve teaching practices**
3. **Increased knowledge of referral processes for families and children with needs for specific services**

How Schools Involve Parents In the Six National Standards

National Standards for Parent/Family Involvement Programs,

Standard I: Communicating	To promote this type of involvement, schools facilitate effective communications from school-to-home and from home-to -school. Parents and guardians learn about school programs and children's progress in relation to school expectations and state standards.
Standard II: Parenting	To promote this type of involvement, schools directly and indirectly assist families with parenting skills. Schools help families establish home environments that support children as students. Schools also learn to understand families.
Standard III: Volunteering	To promote this type of involvement, schools recruit and organize volunteers to support the school and students in a variety of capacities.
Standard IV: Learning At Home	To promote this type of involvement, schools involve families with their children in curriculum-related activities so that parents are better able to assist in student learning.
Standard V: Decision Making	To promote this type of involvement, schools keep families informed about decisions and include families as participants in school decisions as well as develop parent leaders and representatives.
Standard VI: Collaborating	To promote this type of involvement, schools help coordinate resources and services from the community for families, students and the school. In addition, schools provide services to communities.

Envisioning School Success

Before you collect data or establish achievement goals for your school and students, it is important to identify what you are striving to achieve, what support structures or practices exist and what support conditions are still needed to complete your vision of success.

What would your school LOOK like, SOUND like and FEEL like if 100% of your parents were engaged in positive, effective parent involvement?

What do you think your students, families and staff must know, think, believe, value and be able to do in order to achieve the description above?

What existing strengths and positive practices currently exist that support your positive vision?

What barriers, real and potential, must be addressed or removed if your vision of success is to be achieved?

Standard I: Communicating
Brainstorming Support

Positive results have been documented when communication between schools is frequent, two-way and meaningful.

Sample activities:
Conferences with every parent, student progress information sent on a regular schedule for parent input, regular schedule of useful notices, memos, phone calls, etc. Clear family-friendly information about student curriculum, course choices, school policies and programs, frequent positive communication, scheduled “drop-by-say-hi” sessions, welcome letters, new-student packets

Brainstorm: Current support strategies and activities for this standard:

Brainstorm: Potential support strategies and activities for this standard:

Standard II: Parenting
Brainstorming Support

Joyce Epstein, 1998.
Positive results have been documented when schools support and provide parenting skills information and training.

Sample activities:
Workshops such as *Developing Capable People*, *MegaSkills* or *Parent to Parent*. Videotapes, computerized phone message centers or mail-outs on parenting and child development for different age/grade levels, home-visits and other neighborhood meetings

Brainstorm: Current support strategies and activities for this standard:

Brainstorm: Potential support strategies and activities for this standard:

Standard III: Volunteering
Brainstorming Support

Positive results have been documented when schools recruit and organize volunteers.

Sample activities:
Personal invitations to volunteer, parent room or family resource center in the school, class phone-trees to share pertinent information with all families, specific training for volunteers to help with academics, social behavior, and school safety, volunteer recognition events

Brainstorm: Current support strategies and activities for this standard:

Brainstorm: Potential support strategies and activities for this standard:

Standard IV: Student Learning
Brainstorming Support

Joyce Epstein, 1998.
Positive results have been documented when schools involve and support families in gaining content understanding and skillful strategies for learning at home.

Sample activities:
Information for families on requested skills at all grades, appropriate internet access information, clear and consistent homework policies that align with research regarding homework amount and type, extended learning opportunities, homework clubs, parent curriculum overview sessions

Brainstorm: Current support strategies and activities for this standard:

Brainstorm: Potential support strategies and activities for this standard:

Standard V: Decision Making & Advocacy
Brainstorming Support

Joyce Epstein, 1998.
Positive results have been documented when schools involve families in school decisions and support families in their advocacy efforts.

Sample activities:
Active parent organizations, action team to oversee all types of parent involvement, information on local, state and national voting issues, independent advocacy groups to lobby for school reform and improvements.

Brainstorm: Current support strategies and activities for this standard:

Brainstorm: Potential support strategies and activities for this standard:

Standard VI: Collaboration
Brainstorming Support

Joyce Epstein, 1998.
Positive results have been documented when schools help coordinate community resources and services for families and provide services to communities

Sample activities:
Information for students and families on community health, cultural, recreational, social support and other programs and services, school and business partnerships

Brainstorm: Current support strategies and activities for this standard:

Brainstorm: Potential support strategies and activities for this standard:

Section 4

Planning for Parent Involvement

What to do with this section:

1. **Review the information presented in this section**
2. **Present each Action Team with the:**
    a. **Appropriate brainstorm chart from the group session**
    b. **Plan Development worksheet for their team standard**
    c. **Finalizing and Prioritizing worksheet for their team standard**
    d. **Evidence of Family Involvement: Documenting Success worksheet for their team standard**
    e. **Sample Practices worksheet**
    f. **Monitoring your Action Plan worksheet**
3. **Ask Action Teams to establish meeting dates**
4. **Consider posting all Action Team initial meeting times so that others interested in this standard may attend**
5. **Meet with Action Teams when they have completed their work**
6. **Set date for Action Team(s) to present their plan to the staff**

Planning for Family Involvement

Planning for effective family involvement is essential.

Current brain research tells us that the influence of parents, particularly in the early years, will determine how well a child's capacity for reading, math, music, language is developed.

Once children reach school there are many effective strategies for strengthening a child's capacity to learn.

When home and school agree on effective teaching and learning strategies and environments, a child's chance for success in school and beyond is magnified.

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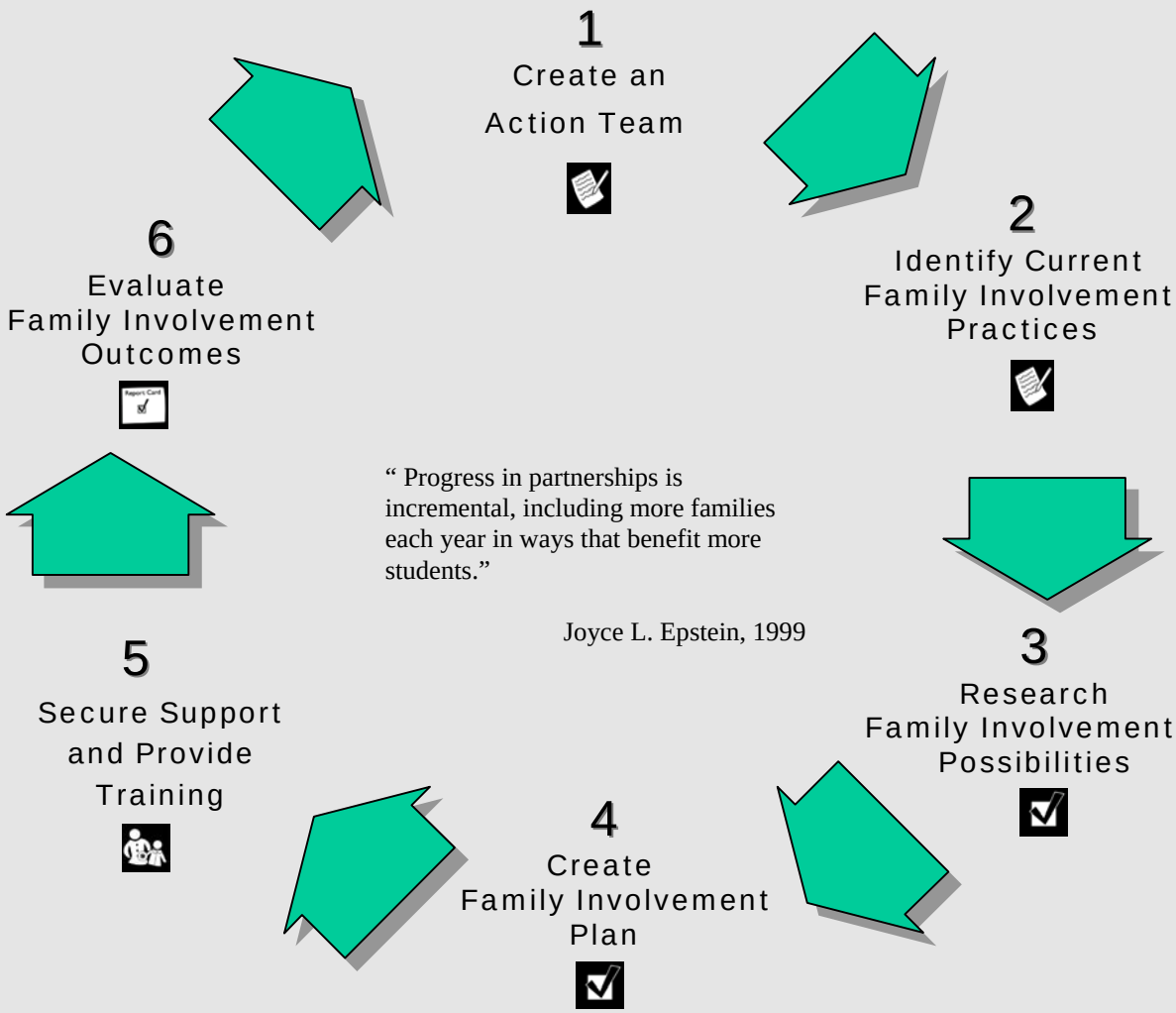


Plan Development Worksheet	**Standard One: Communicating**
Goal	
Action	
Does the goal build on a strength?	YES or NO
Action Date	
Deadline	
Resources /Support Available:	Actual Barriers:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
Resources Needed:	Potential Barriers
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
Strategy:	
Specific Action Steps	**Person Responsible** **Timeline**
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
How will you know that you are making progress?	
How will you know this goal has been achieved?	

Plan Development Worksheet	**Standard Two: Parenting**
Goal	
Action	
Does the goal build on a strength?	YES or NO
Action Date	
Deadline	
Resources /Support Available:	Actual Barriers:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
Resources Needed:	Potential Barriers
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Strategy:		
Specific Action Steps	**Person Responsible**	**Timeline**
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
How will you know that you are making progress?		
How will you know this goal has been achieved?		

Plan Development Worksheet	**Standard Three: Volunteering**
Goal	
Action to be taken:	
Does the goal/action build on a school strength?	YES or NO
Does the goal/action address a school weakness?	YES or NO
Deadline	
Resources /Support Available:	Actual Barriers:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
Resources Needed:	Potential Barriers
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Strategy:		
Specific Action Steps	**Person Responsible**	**Deadline**
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
How will you know that you are making progress?		
How will you know this goal has been achieved?		

Plan Development Worksheet	**Standard Four: Learning At Home**
Goal	
Action:	
Does the goal build on a strength?	YES or NO
Does the goal address a weakness?	YES or NO
Action date(s):	
Resources /Support Available:	Actual Barriers:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
Resources Needed:	Potential Barriers
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
Strategy:	
Specific Action Steps	**Person Responsible** **Timeline**
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
How will you know that you are making progress?	
How will you know this goal has been achieved?	

Plan Development Worksheet	**Standard Five: Decision Making**
Goal	
Action	
Does the goal build on a strength?	YES or NO
Action Date	
Deadline	
Resources /Support Available:	Actual Barriers:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
Resources Needed:	Potential Barriers
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
Strategy:	
Specific Action Steps	**Person Responsible** **Timeline**
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
How will you know that you are making progress?	
How will you know this goal has been achieved?	

Plan Development Worksheet	**Standard Six: Collaborating**
Goal	
Action	
Does the goal build on a strength?	YES or NO
Does the goal address a weakness?	YES or NO
Action Date:	
Resources /Support Available:	Actual Barriers:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
Resources Needed:	Potential Barriers
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Strategy:		
Specific Action Steps	**Person Responsible**	**Timeline**
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
How will you know that you are making progress?		
How will you know this goal has been achieved?		

Finalizing and Prioritizing Goals for Parent Involvement

Once you have established your school goals for this category, complete this worksheet for each goal then prioritize the goals in order of importance or implementation sequence.

Standard One: Communicating

Goal Statement:

Specific Outcome(s):

Practices you will reinforce or establish to meet this goal:

Cost – Benefit: Resources and training you will access and utilize:

Finalizing and Prioritizing Goals for Parent Involvement

Once you have established your school goals for this category, complete this worksheet for each goal then prioritize the goals in order of importance or implementation sequence.

Standard Two: Parenting

What do you want? Goal Statement:

What will you do? Specific Action(s) to be taken as a result of establishing this goals:

How will you do it? Specific practice or action you will reinforce or establish to meet this goal:

What will you need? Cost – Benefit: Resources and training you will access and utilize:

Finalizing and Prioritizing Goals for Parent Involvement

Once you have established your school goals for this category, complete this worksheet for each goal then prioritize the goals in order of importance or implementation sequence.

Standard Three: Volunteering

Goal Statement:

Specific Outcome(s):

Practices you will reinforce or establish to meet this goal:

Cost – Benefit: Resources and training you will access and utilize:

Finalizing and Prioritizing Goals for Parent Involvement

Once you have established your school goals for this category, complete this worksheet for each goal then prioritize the goals in order of importance or implementation sequence.

Standard Four: Learning At Home

Goal Statement:

Specific Outcome(s):

Practices you will reinforce or establish to meet this goal:

Cost – Benefit: Resources and training you will access and utilize:

Finalizing and Prioritizing Goals for Parent Involvement

Once you have established your school goals for this category, complete this worksheet for each goal then prioritize the goals in order of importance or implementation sequence.

Standard Five: Decision Making

Goal Statement:

Specific Outcome(s):

Practices you will reinforce or establish to meet this goal:

Cost – Benefit: Resources and training you will access and utilize:

Finalizing and Prioritizing Goals for Parent Involvement

Once you have established your school goals for this category, complete this worksheet for each goal then prioritize the goals in order of importance or implementation sequence.

Standard Six: Collaborating

Goal Statement:

Specific Outcome(s):

Practices you will reinforce or establish to meet this goal:

Cost – Benefit: Resources and training you will access and utilize:

Evidence of Family Involvement

Documenting Success

Documenting family involvement can help meet funding requirements, identify successful practices and help accomplish your school mission. Documenting family involvement can also lead to improvements in school programs that benefit student learning. The following are SAMPLE indicators that may be used as a guide for determining family involvement data that you will collect. Every school will have different starting points. Expectations can grow each year. These statistics will also help in reporting program outcomes.

Family Participation in School Events

- Parent/guardian attendance at school sponsored events grew by more than ___%. _____families attended ____ or more family events during the school year.
- More than ___% of invited families attended _____ event on _____.
- During the ____ school year ____ % of parents attended ____event, compared to ___% in the previous year.

Learning At Home

- ____% of parents signed and responded to weekly homework assignments in March, compared to ___% in November.
- ___% of families indicated that they spent more time with their child on school work than in previous year.

Home and School Communication

- Staff communication with parents/guardians at home increased from___% at the beginning of the school year to over ___% in May.
- Parent and Guardian response rate to teacher communications increased from less than ___% at the beginning of the school year to over ___% in May.

Volunteering

- Trained parent volunteers increased from ___% in the beginning of the year to ___% at the end of the year.
- Volunteers in the school increased from ___ in the beginning of the year to ____ at the end of the year.

Decision Making

- The number of parents participating in information sessions about school decisions increased from ____ % in the fall to ____% in the spring.
- The number of parents on advisory boards increased from ___ to ___.

Collaborating

- School-business partnerships increased from ___ to ___.
- School-Community agency collaboration sessions focusing on service to families increased from ___ to ___.

Resources

- Schools and Families: Caring for the Kids We Share, AK DOE
- J.L. Epstein. School/Family/Community Partnerships. Phi Delta Kappan. May 1995. Pp. 701-712.

Sample Practices

Traditional Sample Practices: Do these practices meet the needs of all families in our school? Are these practices in our school invitational and family-friendly for all parents? What other practices would work with our parents/families?

Parent Orientations
Open House
Back to School Night/Day
PTA/PTO Meetings/Activities
Parent-Teacher Conferences
Scheduled Time for Open Door/ Walk-in Meetings
Scheduled Drop By – Say Hi Times
Welcome Letters/Calls Early in School Year/Semester
Welcome to Our School Video for New Families
Positive Contact to Every Family Prior to "Negative" Calls/Conferences
Family Math/Science/Literacy/Technology/Game/Music Nights
Parents Come for Lunch Sessions
Regular Lunch With the Teacher Sessions
Regular Lunch With the Principal Sessions
School Potlucks, Picnics
Report Cards and Regular Progress Reports Sent Home
Information Sent Home Regarding Academic Standards
Student Work Sent Home with Rubric for Parent Review
Homework Labs for Students
Homework Help for Parents
Consistent Homework Policy in School
Positive postcards and Letters to Families
Individual Positive Phone Calls
Call-A-Day Plans
Homework Hotline
Regular Homework Schedule Based on Research Guidelines for Time, Amount, Type
Class Newsletter
Important News Sent Home and Posted on School Website/Hotline
User-Friendly Parent Handbook
Homework Help
Tutoring Programs
Inter-mural Sports and Games for All Students
Summer/Vacation Reading Programs
Summer/Vacation Learning and Tutoring
Parenting Seminars and Workshops
Adult Education Courses
Tutor Training for Parents/Volunteers
Development of Partnerships with Local Businesses/Service Groups
Home Visits
Child Care for Families attending Workshops/Meetings/Conferences
Family Resource Center
Language Translators
Transportation to Meetings/School Events/Conferences
Staff Development for Teachers on Working with Volunteers/Families
Communications Screened for Access by Non-English Speakers/Readers

Section 5

Monitoring Your Plan

What to do with this section:

1. **Review the information presented in this section**
2. **Establish scheduled, periodic sessions for reviewing the successes and stumbling blocks with your staff**
3. **Action Teams reconvene at regular intervals with existing or new members and plan for action that will celebrate, reinforce, redirect, remove obstacles, move on to the next stage, etc.**

Monitoring Your Action Plan

Collect Data on an On-Going Basis Over Time

- Set priorities for data collection. Which indicators reveal the most important information for understanding how well you are progressing toward your targets?
- Be willing to consider new and better data sources.
- Keep the collection process user-friendly and manageable.
- Decide how often to collect data from different sources. "Big Picture" data may be collected and analyzed twice a year or annually. Other data needs to be collected on a more frequent basis so interventions can be put in place as soon as they are needed.
- If you cannot act on the data you collect, don't collect it.

Looking for Trends in Your Data

- Consider graphing data on a chart or graph that shows your performance target. Is progress positive, negative, not occurring either way?
- Track the change over several years in order to be confident that improvement is genuine.
- If your data suggests a change in student performance over time (positive or negative) carefully consider factors that may have contributed to the change.
- Decide how much the new activity or practice has really influenced the change.
- Look for additional information about what may have influenced the change.

Supporting On-going Improvement

- Clearly communicate your progress to all stakeholders.
- Revisit your strategies for communication to determine if all stakeholders have equal understanding of and access to efforts and results.
- Revisit your goals frequently.
- Evaluate strategies for effectiveness on a consistent basis.
- Consider eliminating, adding or reformulating performance indicators to make them more reliable or relevant.

Resources

- Educational Leadership: Reporting What Students Are Learning. October, 1994.
- Levesque, et.al, At Your Fingertips: Using Everyday Data to Improve School. US Department of Education1998.
- Reeves, D. Making Standards Work. Center for Performance Assessment. 1998.

Section 6

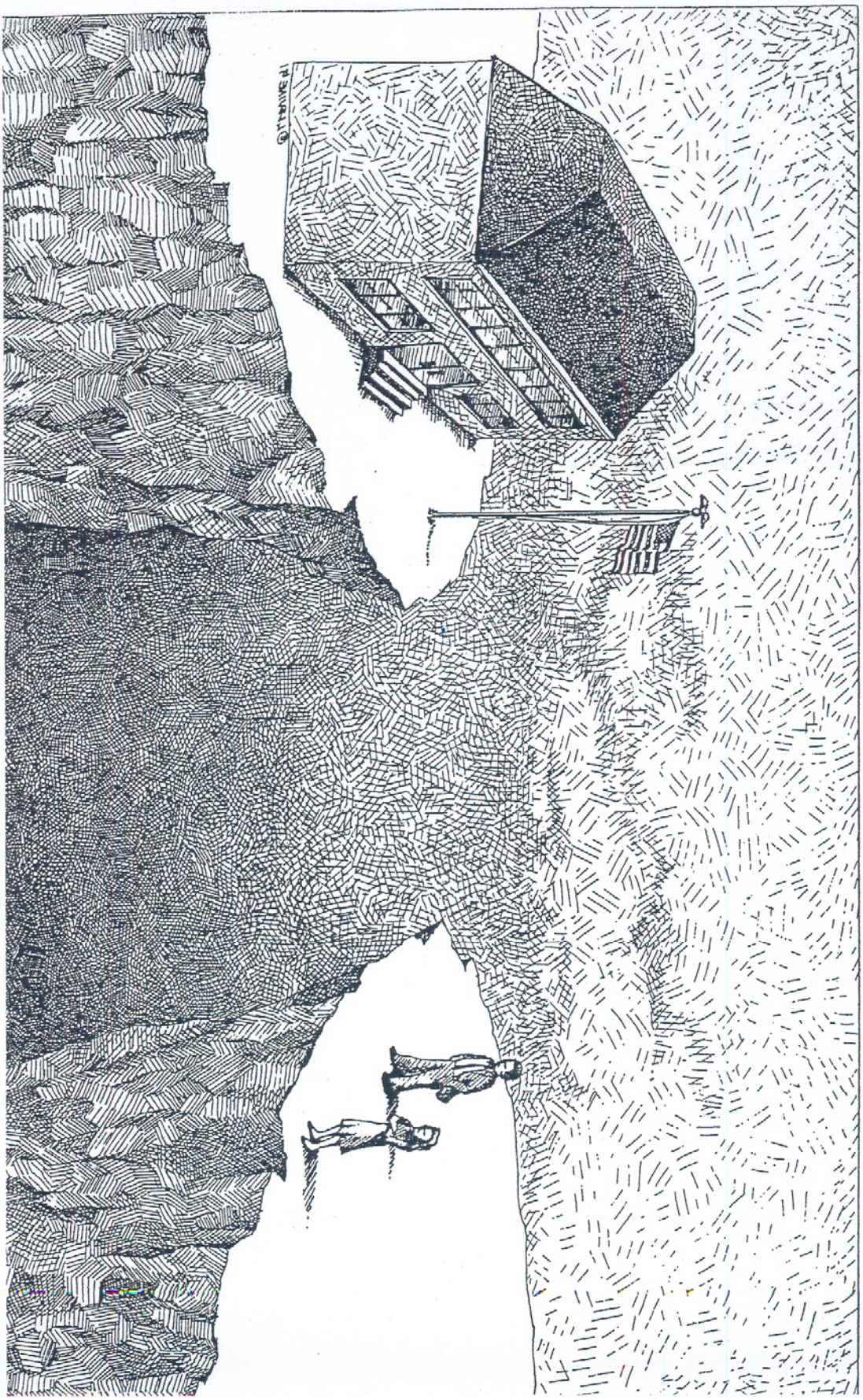
Dealing with Change and Resistance

What to do with this section:

1. **Review the information presented in this section**
2. **Share this information with your staff/group when/if it becomes appropriate**
3. **The overheads/blackline masters in this section may be used to facilitate discussion on the effectiveness of the parent involvement strategies in your school**

Optional Discussion Questions

1. **Are the current practices we use to involve parents having the impact we really hope to gain?**
2. **Do some parents, families, community members feel that it is difficult to be genuinely invited and involved in our school?**
3. **Have we considered and made pro-active plans to meet the needs of every parent/family?**
4. **What about parents who don't speak English, don't read English, don't read at all?**
5. **Are there unanticipated outcomes that our parent involvement practices have inadvertently created for some families?**
6. **Are all our parent involvement practices invitational?**
7. **What else should we be asking?**



Time for Change?

New innovations, adaptations, and ideas take time to become part of mainstream practice.

In the medical profession the average time that it takes for a new practice or procedure to be implemented and available for widespread application is

6 to 8 years.

In the field of technology, the average time it takes for widespread application to occur is

12 - 18 months.

In the field of education, the average time

it takes for widespread application to occur is

36 years.

What steps can we take now to eliminate this lengthy cycle?

Change Research

Minimizing Resistance to Change

Many researchers agree on practices and strategies that help minimize resistance in the face of new innovations, programs or practices. A summary of those ideas is presented here. See the resources box for further study.

Recognize that Resistance to Change Exists

- Legitimate concerns based on a lack of information or must be addressed
- Be proactive and identifying up front the strengths, weaknesses, opportunities and threats inherent in the change for all stakeholders

Recognize that Change is a Process

- Change is a process, not an event
- Meaningful change with full implementation will take time and only be effective with on-going reflection and monitoring

Set Concrete Goals & Realistic Timelines

- Concrete goals developed in a consensus –seeking forum is critical
- Shared ownership clarifies intent and enhances follow through
- Realistic timelines or monitoring points will help refine and/or redirect efforts to ensure that continual progress is actually occurring

Empower & Encourage Stakeholders

- Individuals enter into a new program or practice at vastly different stages
- "Venting" is a normal response as individuals move through the different stages of the change process. Conflict must be purposefully managed.
- Support should be provided at all stages. See CBAM chart.

Deal with Stakeholders as People

- Recognize that "venting" is normal and facilitate sessions that allow clarification of feelings and information and then shift from problem-sharing to solution-seeking.
- Personal emotions influence staff decisions to support change.
- Group and communication processing guidelines are essential.

Keep Communicating

- Open communication is critical. All stakeholders must feel they can share insights, ask questions, share concerns, expect positive action.
- Individuals need consistent, clear and updated information about the new program or practice and it's progress towards implementation

Change Needs Systemwide Support

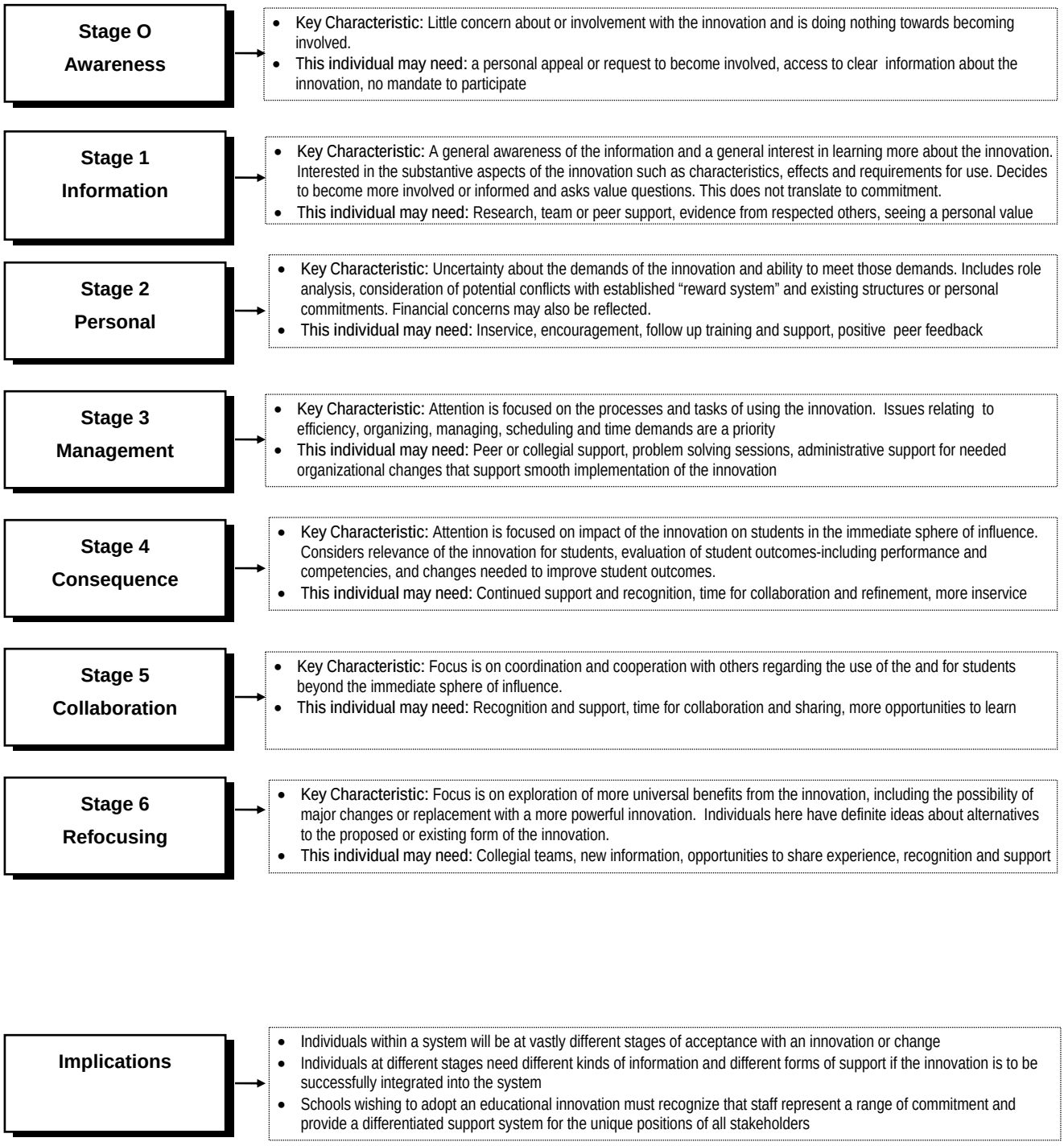
- These elements must be present in a system:
- Vision, belief and empowerment
- Clear conceptualization of the change initiative
- Resource allocation and support
- Monitoring and feedback loops
- Evaluation and celebrations

Sources

- Bellanca,J. Designing Professional Development for Change. IRI-Skylight Publishers. 1995.
- Fullan, M. What's Worth Fighting For In Your School. Teacher's College Press. 1998.
- Jonas, M. *Journal of Staff Development*. Summer 98. 10 Things to Do About Resistance. Pp. 14-15.
- Marshak, D. *NASSP Bulletin*, 80 (577) 72-77.

Stages of Concern about Innovation

Original concept from G. E. Hall, R.C. Wallace, Jr., W. A. Dossett, A Developmental Conceptualization for the Adoption Process Within Educational Institutions. (Austin: Research and Development Center for Teacher Education. University of Texas.)



When considering the effectiveness of current parent involvement levels, it can be helpful to think in terms of S-W-O-T:

Strengths	Weaknesses
Build on these strengths:	Shore up these weaknesses:
Opportunities	**Threats**
Capitalize on these opportunities:	Eliminate these threats:

Section 7

Resources

Resources

Family Education

http://www.familyeducation.com

This site has a a wealth of resources for families and educators including a list of developmentally appropriate home activities for parents for their students from infancy through twelfth grade.

—A New Generation of Evidence: The Family is Critical to Student Achievement. **A.T. Henderson & N. Berla.**
National Committee for Citizens in Education.

National Education Association

http://www.nea.org/parents/

National PTA®
everychild. onevoice.

http://www.pta.org