



# **Parent/Community Involvement Task Force Report and Recommendations**



**The School Board of Broward County Florida**

**Board Workshop - February 28, 2012**





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PARENT/COMMUNITY

INVOLVEMENT

TASK FORCE

OVERVIEW

INTRODUCTION

MEMBERSHIP

CURRENT DISTRICT PROGRAMS

DEPARTMENTS AND ORGANIZATIONS

SUMMARY



## INTRODUCTION

The positive correlation between parent involvement in children's education and academic achievement has been widely documented. Likewise, the participation of communities has a major impact on academic achievement. Indeed, the importance of school-parent-community involvement has been incorporated into The School Board of Broward County, Florida's strategic plan:

Goal 6: Build strong partnerships with family, business, community and government at the classroom, school area and district level.

For these reasons, the Parent/Community Involvement Task Force (PCITF) was proposed by Board Member Laurie Rich Levinson and unanimously endorsed by the School Board of Broward County on March 1, 2011.

The 18-member task force was established to accomplish the following goals:

- Energize and increase parent/community involvement.
- Review current parent/community involvement models to identify gaps and deficiencies.
- Revise parent/community involvement model(s) to address identified opportunities.
- Provide identifiable ways and processes for citizens to have meaningful input and participation in public education in Broward County.

Membership included nine Board Member appointments, representatives from parent and employee groups, three at-large community members, and an at-large business member. (More information about the PCITF is available at our website: <http://www.broward.k12.fl.us/pctf/>) Interest from the community was immediately demonstrated, with over 200 people applying for the three community positions on the Task Force.

The PCITF began meeting in May 2011. The group recognized the importance of communicating with the public to gather their input on the current status of parent and community involvement and receive their recommendations on how to solicit and enhance involvement in our public school system. A work plan was devised to conduct research and bring forward findings and recommendations. With this work plan, six subcommittees were created:

- Business Outreach Subcommittee
- Community Outreach Subcommittee



- Municipal Outreach Subcommittee
- School Outreach Subcommittee
- Communications Subcommittee
- Research Subcommittee

Each subcommittee was chaired by 2-3 Task Force members and included representation from individuals residing throughout Broward County. The subcommittees met 2-4 times a month beginning in June 2011. In addition, they held community meetings and attended public hearings.

Multiple methods were employed to conduct research to assess current initiatives and capture parents' and the community's views, concerns, and suggestions:

- Surveys
- Interviews
- Focus Groups
- Public Hearings
- Forums

Once the information was collected, each subcommittee compiled its own report with findings and recommendations. The Task Force then reviewed all of the findings and recommendations and voted to bring forward 99 recommendations. The 99 recommendations have been divided into 14 major action groups which include:

1. Adopt and Replicate Successful State and National Programs
2. Improve Customer Service
3. Strengthen Communication
4. Enhance and Improve School Advisory Councils (SACs)
5. Maximize Volunteer Participation, Effectiveness and Satisfaction
6. Assist Non-profits in Maximizing Services to Students and Communities
7. Build Strong Partnerships with Municipalities
8. Review and Revise the Security Tracking and Response (STAR) System
9. Expand and Enhance the Partners in Education (PIE) Program

10. Generate New Resources and Revenue
11. Expand and Define the Role of the Principal in Parent/Community Involvement
12. Establish a Comprehensive District Calendar
13. Expand Staffing Where a Financial Benefit Can Be Demonstrated
14. Encourage the Public to Work Together to Build Stronger Schools

The first word in Public Education is Public. The Public needs be a part of the equation because without the Public, there is no Public Education. The Parent/Community Involvement Task Force Report reflects the input of thousands of residents of Broward County . Their willingness to share their observations - both positive and negative - is a testament to their dedication and concern.

Along with revenues from state and federal government, the monetary and in-kind support of individuals, businesses, non-profits, municipalities, faith-based organizations, community service organizations and others greatly expand and enhance the services that the School Board of Broward County is able to provide. With revenues declining and challenges increasing, community support becomes more important than ever. The many ideas the community has contributed to this initiative have the potential to help build a stronger public school system in Broward County.



**AGENDA REQUEST FORM**  
 THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Meeting Date <b>3/1/2011</b>	Open Agenda <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Time Certain Request <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Agenda Item Number <b>B-1</b>
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**TITLE**  
 Immediate Establishment of a Parent/Community Involvement Task Force to Energize and Increase Parent/Community Involvement in Broward County Public Schools.

**REQUESTED ACTION:**  
 Approve the immediate establishment of a Parent/Community Involvement Task Force.

**SUMMARY EXPLANATION AND BACKGROUND:**  
 It is requested that the School Board of Broward County immediately establish a Parent/Community Task Force to energize and increase parent/community involvement in the District to align with Goal 6 of the Strategic Plan 2008-2011. The goals, composition, action plan and proposed timeline are attached in Exhibit 1.

**SCHOOL BOARD GOALS:**

- \*Goal One: Raise achievement of all students to ensure graduation from high school and readiness for post-secondary education.
- \*Goal Two: Improve the health and wellness of students and personnel.
- \*Goal Three: Provide a safe and secure physical and technological environment for all students and employees.
- \*Goal Four: Promote innovation which focuses on best practices and quality efforts that improve our best-in-class position.
- \*Goal Five: Recruit, develop, retain, and recognize high performing and diverse faculty and personnel.
- \*Goal Six: Build strong partnerships with family, business, community and government at the classroom, school, area, and district level.
- \*Goal Seven: Ensure district's leadership as an environmental steward through innovative ecology and energy conservation programs.

**FINANCIAL IMPACT:**  
 There is no financial impact to the District.

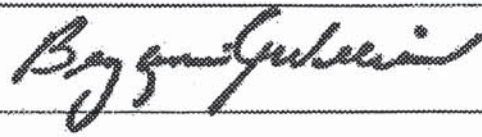
**EXHIBITS: (List)**  
 1. Goals, Composition, Action Plan and Proposed Timeline

<b>BOARD ACTION:</b>  <b>APPROVED</b>	<b>SOURCE OF ADDITIONAL INFORMATION:</b> Laurie Rich Levinson School Board Member, District 6 754-321-2006 <small>Name Phone</small>
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(For Official School Board Records' Office Only)

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**  
 School Board Members' Office-Laurie Rich Levinson, District 6

Approved in Open Board Meeting on: **MAR 1 - 2011**

By:  School Board Chair

Revised July 2008 JFN/RL:mac

**Goals:**

1. Energize and increase parent/community involvement.
2. Review current Parent/Community Involvement models to identify gaps and deficiencies.
3. Revise Parent/Community Involvement model(s) to address identified opportunities.
4. Provide identifiable ways and processes for citizens to have meaningful input and participation in public education in Broward County.

**Composition:**

- 1 DAC Representative
- 1 PTA Representative
- 1 Parent-at-Large (application will be accepted for this position)
- 1 Business/Industry Representative (may not be a lobbyist or School Board vendor)
- 3 Community Representatives (applications will be accepted for these positions)
- 1 BTU Representative
- 1 FOPE Representative
- 1 Principal Representative (preferably an individual with experience leading both elementary and secondary schools)
- 9 Board Member Representatives (one appointment by each Board Member)

**Action Plan:**

1. Hold meetings at the school, zone and district level to solicit community input and analysis on parent/community involvement.
2. Research successful involvement and communication models in other districts.
3. Develop surveys and research instruments to obtain/analyze data necessary to facilitate the goals of this Task Force.
4. Utilize technology to solicit public input from stakeholders.
5. Schedule Public Hearings.
6. Review School Improvement Plans and Teams for compliance with State and District mandates and policies.
7. Enact other actions and steps as deemed necessary by the Task Force to achieve the goals.

**Proposed Timeline:**

- |                     |   |
|---------------------|---|
| January 2012        | Report and Recommendations shall be presented to the School Board.                                  |
| February - May 2012 | Policies and procedures necessary to implement the recommendations shall be drafted and/or amended. |
| August 2012         | Plan shall be implemented.  |





# Broward County Public Schools

## PARENT/COMMUNITY INVOLVEMENT TASK FORCE 2011/12



[Home](#)   
 [Task Force Members](#)   
 [Subcommittees](#)   
 [Document Handbook](#)   
 [Meetings](#)   
 [Links](#)

## Parents, Teachers and Community Members... We Need Your Input

Parents/Community Members - Visit our online **PARENT** survey

Teachers - Visit our online **TEACHER** survey

The surveys will provide suggestions and comments anonymously to assist us with achieving our goals

The Broward County School Board has established a **Parent/Community Involvement Task Force** to energize and increase parent/community involvement in the District to align with Goal 6 of the Strategic Plan 2008-2011 - *Build strong partnerships with family, business, community and government at the classroom, school area and district level.*

Over 200 applications were received and community members have been appointed to serve on the Task Force along with School Board Member representatives, existing parent advisory groups, and employee labor groups. Together, they will make recommendations to accomplish the following goals:

- Energize and increase parent/community involvement.
- Review current Parent/Community Involvement models to identify gaps and deficiencies.
- Revise Parent/Community Involvement model(s) to address identified opportunities.
- Provide identifiable ways and processes for citizens to have meaningful input and participation in public education in Broward County.

How will the Parent/Community Involvement Task Force accomplish these Goals?

Six subcommittees have been created to help implement the Action Plan:

1. Hold meetings at the school, zone and district level to solicit community input and analysis on parent/community involvement.
2. Research successful involvement and communication models in other districts.
3. Develop surveys and research instruments to obtain/analyze data necessary to facilitate the goals of this Task Force.
4. Utilize technology to solicit public input from stakeholders.
5. Schedule Public Hearings.
6. Review School Improvement Plans and Teams for compliance with State and District mandates and policies.
7. Enact other actions and steps as deemed necessary by the Task Force to achieve the goals.



## **TASK FORCE MEMBERS**

Janet Bravo	Gloria Moschella
Mary Fertig	Lew Naylor
Wayne D. Johnson	Scott Neely
Bernie Kemp	Karen Davis-Powers
Jodi M. Klein	Melodee Putt
Doug Kruse	Cathie Starkey
Zayra Climes-Lenchus	Gwen Watson
Andrea Lubell	Elisa Wolfe

## **BOARD MEMBER LIAISON**

Laurie Rich Levinson

## **STAFF LIAISONS**

Jeffrey Moquin  
Todd Sussman  
Theresa Coleman



## **Overview of Current District Programs and Initiatives**

The School Board of Broward County, Florida (SBBC) has over 258,000 students, 232 traditional public schools, 76 charter public schools and one virtual school. There are 40,000 employees, a handful of whom are assigned to promote parent and community involvement.

### **The Office of Parent, Business & Community Partnerships**

The Office of Parents, Business & Community Partnerships facilitates the process for community involvement within the school system. Several offices and programs are represented within the Department work group. They are: Partners In Education (PIE), Youth Mentoring Programs, Office of Parent Involvement, The Superintendent's Screening Committee, Volunteer Services, partner-sponsored student programs and employee recognition.

#### **Partners In Education (PIE)** *Staff person: Nina Randall*

This program coordinates the school-based partnership effort to increase the quality and quantity of community involvement in SBBC. This effort resulted in \$3.14 million in added resources to schools in 2011. Additional functions:

- Involved in Department-level partnerships and District initiatives.
- Integrates business involvement in schools and programs to positively affect student achievement.
- Creates and sustains best practices in business/community partnership efforts for all District schools and departments.
- Processes school and department partnership of the year awards.

#### **Youth Mentoring Programs (YM)** *Staff Person: Wanda Robinson*

This department recruits, trains, screens, assists in school mentor/mentee matches, manages mentor records and recognizes mentors. YM supports and serves as the umbrella for all mentoring organizations in the District. The YM office develops innovative and new ways to bring mentors into schools and helps schools creatively utilize the limited number of mentors (e.g. Mentor Reading Initiative, Let's Move with Mentors, and Mentoring through the Arts).

#### **Office of Parent Involvement** *Staff Person: Paul Gress*

The Office of Parent Involvement works with departments and parent organizations that have parent involvement responsibilities and serves as the liaison for parents experiencing concerns or issues at the schools. This office oversees the Parent Involvement Communication Council (PICC), a representative group, which serves as a forum for various departments, community agencies and parent organizations for gathering and disseminating the information to parents, departments and schools. The



Office of Parent Involvement is responsible for the development and implementation of the Parent Involvement Website and Parents' Guide to Broward Schools.

**Superintendent's Screening Committee (SSC)** *Staff person: Paul Gress*

The SSC is the point of entry for all outside organizations wanting to provide programs, presentations, contests, curriculum, flyers, information, donations, fundraisers, and other services directly to schools. This provides the District with an organized and systemic process for handling the requests and offering resources and information to schools. The SSC handles over 500 requests each year.

**Volunteer Services** *Staff Person: Connie Wotton*

Volunteer Services oversees the recruitment, training, and clearance for all volunteers who support the schools and works directly with the school staff that manage the individual volunteers. Additional functions:

- Supports school adherence to criminal background screening (STAR System), EEO, and ADA requirements for volunteers as mandated by State & District Policy.
- Ongoing communication with volunteers, parent organizations, schools and public using web, phone and email resources on matters of school volunteer programs.
- Promotes and processes schools' participation in District and State awards (Superintendents, Outstanding Volunteers, Golden School, Lapel Pins).

**Partner Sponsored Student Programs & Employee Recognition Events**

*Staff Person: Janet DelPinal*

Ms. DelPinal handles the Dolphins Student of the Week program and other District-wide programs sponsored by partners. She also coordinates the employee recognition event, "Caliber Awards," starting with the selection process, through the event itself. In addition, she oversees the Advertising Committee and assists with School Website Solutions to approve ads placed on school websites.

Each of these individuals represents an entire department. For example Paul Gress heads both the Office of Parent Involvement and the Superintendent's Screening Committee. Here are a few examples of projects he is working on or would like to move ahead:

- 1) Currently working closely with Florida Atlantic University (FAU) to help principals, staff and parents understand the various "levels" of parent involvement, including Parenting, Volunteering, Communication, Decision Making, Learning at Home, and Collaborating with the Community. ***Several of the Recommendations of the Task Force dovetail with this initiative.***
- 2) Working to develop and implement better parent engagement goals for school improvement plans. Five schools worked with this department last summer to use the preliminary template created via Summer Leadership. ***Strengthening and enhancing School Advisory Councils is a key recommendation of the PCITF.***



3) **Parent Involvement Communication Council (PICC)** - The PICC is a group consisting of representatives from departments with parent responsibilities, parent organizations and community partners. This group meets monthly, and this is the only meeting where all of these representative groups are at the same table at the same time. Recent projects include: Parents' Guide to Broward Schools and Parent Involvement website. (<http://www.getinvolvedineducation.com/parents/index.htm>).

PICC is currently working on suggesting revisions to the District's annual Customer Satisfaction Survey. The parent version of this survey desperately needs revision to help gather parent feedback to help drive the programs forward. PICC has approximately 25 participants at the monthly meetings but over 100 actual members. PICC serves as a forum for the various parent organizations, departments, and community groups. Members help disseminate information to thousands of parents and families every week. ***Several members of PICC were members of the Task Force.***

4) Projected project: **Institute for Community Engagement (ICE)** - This is a plan to help create advocates for Broward County Public Schools. The goal of the ICE is to raise public awareness about BCPS and increase community support of and participation in educational programs and activities.

The project involves taking a cohort of key communicators (around 20-25) and having them participate in a series of interactive, engaging workshops. Each workshop will focus on a different component of the school district. Some topics will include: the roles of district staff, the Board, the Superintendent and others; the budget process; boundaries and transportation; health and food services; setting school policies; understanding educational data and more.

Each two-hour session will be interactive, with minimal presentation or lecture. Once the participants move through the workshops over a period of nine weeks, they will graduate and receive recognition by the Board. With a new understanding of BCPS, it is anticipated these citizens and key communicators will become new BCPS advocates. Then a new cohort will begin the Institute program. Over time, we expect a positive change in the perception of Broward County Public Schools. The program will cost very little other than a few thousand dollars and some administrative time. ***Again, this program will support several recommendations and could be conducted through the proposed Parent University recommended by the Task Force.***

### **Department of Public Relations and Governmental Relations**

The Public Relations & Governmental Affairs Department manages the majority of the District's communications and serves as the liaison between the school district and the news media as well as building positive relationships with governmental entities.



From media releases to newsletters to the District's Internet website to press conferences, the Public Relations & Governmental Affairs Department continually looks for ways to share information with the community.

### **Public Relations**

Public Relations personnel are responsible for the majority of the District's internal and external communications and public relations efforts. From writing media releases, articles and speeches to organizing press conferences, to overseeing the District's Internet website to counseling principals and District departments on matters related to media (both positive and crisis situations), the Public Relations & Governmental Affairs Department continually looks for ways to share positive information with the community.

Personnel on the Public Relations side of the department, currently includes three administrators (two specialists and one webmaster) and two clerical support staff. (A *Public Information Officer [PIO]* was recently hired by the District with a pending start date.)

#### **Specialists: Nadine Drew and Marsy Smith APR**

In addition to performing the public relations and media relations functions described above, the specialists handle media inquiries, crisis communications, press releases, press conferences, editorial board meetings; serve as a resource to schools and departments for District protocol; write for op-ed letters, District profile, speeches, talking points/bullets, scripts for presentations, promotional material; and foster internal and external communications and public relations, public hearings, public forums, listening tours, employee and student sessions, speakers bureau, District website and social media. They also provide public relations counsel and advise school and department administrators, and provide District protocol. In addition, they serve as the Superintendent's liaison to District Advisory Council (DAC).

#### **District Webmaster: Mike Zuazo**

Design, implement, support and maintain the District's website (browardschools.com), BECON's websites, and social media sites. Provide technical support and troubleshoot for District, schools and departments' websites. Integrate and administer video (streaming, on-demand), for District and BECON websites, Provide support and assistance for District Learning/BVED, plan and develop website advertising applications and procedures

### **Governmental Affairs**

Governmental Affairs strives to create and maintain positive relationships with policymakers, community leaders, school staff, parents and all other stakeholders. Our aim is to improve the quality of education for our students by playing a role in linking resources in the community with the educational needs of Broward's students.

Governmental Affairs personnel serve as the point of contact for municipal, state and federal elected officials and staff for issues relating to public education and other issues impacting the District. This includes facilitating work on the District's state and federal legislative programs, lobbyist registration and public records requests. In addition, staff also works with members of the community to help communicate important information to stakeholders, and works closely with the Supervisor of Elections Office to coordinate use of school facilities.

### **Francine Klauber and Charles Webster, Coordinators**

Staff shares District information with elected officials and staff, and parent, community and business organizations. They manage public records request and lobbyist registration processes, and work with schools and area offices to coordinate school visits by elected officials. They regularly attend municipal education advisory board meetings and meetings of the Juvenile Justice Board as well as meetings of business and community organizations.

### **District/School Organizations, Advisory Boards, and Volunteers**

The following organizations and committees are identified on The School Board of Broward County Website:

PTA, PTO's, School Advisory Forum, School Advisory Council, District Advisory Council, Volunteering, Mentoring, ESE Advisory Council, Gifted Advisory, ESOL Leadership Council, Head Start Policy Council, Title 1 Parent Program, Parent Involvement Communication Council.

School Board members have community appointees to represent them on key District Committees including the Audit Committee, Diversity Committee, Facilities Task Force, Technology Advisory Committee, Charter Schools Advisory Committee, and others.

Volunteers assist in schools on a daily basis, helping with tutoring, mentoring, reading programs, chaperoning field trips, raising funds to support academic and extracurricular activities, assisting with checking homework and so much more. They make programs such as Meet the Masters possible.

It is impossible to calculate the enormous value of the volunteer effort in Broward County Public Schools.



## SUMMARY

The PCITF completed its work in eight months. It represents the greatest outreach effort by Broward County Public Schools in decades. The fact that this endeavor was accomplished by volunteers demonstrates the power of the volunteer and the many talents of the volunteers in Broward County. During the eight months it operated, the PCITF reached out to thousands of people and received their concerns, ideas, and recommendations. The Task Force ensured those who participated in this process that their voices would be heard and their recommendations brought forward.

By breaking into six subcommittees, the Task Force was able to reach out to many communities within Broward County, as well as research successful initiatives on a state and national level. The findings and final recommendations are wide-ranging. Many have been proposed by more than one subcommittee. Other recommendations are more specific or targeted. The depth of knowledge and the commitment of volunteers in Broward County are tremendous and enhance the initiatives of the School Board in every area and subject. The three billion dollar budget of The School Board of Broward County, Florida is augmented and expanded by the efforts of the many volunteers who are deeply committed to public education.

The Task Force found that the community, when asked to share their ideas for improving our schools through greater parent and community involvement, was eager to assist. Public hearings, forums and focus groups were well-attended, with participants engaging in thoughtful and productive conversation.

Nine months after our first meeting, we are pleased to submit this report to the School Board on behalf of the residents of Broward County. Their support for public education is inspiring and unyielding. They make a difference in our schools on a daily basis, and without their support, public education would be greatly diminished.



PARENT  
COMMUNITY  
INVOLVEMENT TASK  
FORCE

RECOMMENDATIONS



**PARENT / COMMUNITY INVOLVEMENT TASK FORCE**  
**RECOMMENDATIONS**

**Adopt and Replicate Successful State and National Programs**

1. Parent University – Model after Charlotte/Mecklenburg County Public Schools – offer district wide courses of interest to parents/community members such as parenting, finances. (Research Committee)
2. Leadership Through Communication Award – Vancouver Public Schools –
3. Project Appleseed – the Six Slices of Parent Involvement. (Research Committee)
4. The First Day of School Project. (Municipal Subcommittee)
5. Smart Phone Apps for the Public School Market (Research Subcommittee)
6. School Parent/Education Compacts(Research Subcommittee)

**Improve Customer Service**

1. A District-wide commitment to customer service is a necessary first step to increasing parent/community involvement. We suggest that the principals and front office staff in schools be the first to be trained, as they have the most direct interaction with parents and others. (Communications, School Outreach)
2. All employees of The School Board of Broward County, Florida should receive training in customer service, including District administration and staff, principals, teachers, support staff, and others. The training should be specific to the position and mandatory to the job function. (Communications)
3. Effectiveness of customer service should be part of the formal evaluations for all employees, including District administration and staff, principals, school staff, teachers, and others. (Communications)
4. Some of the elements of high quality customer service that should be part of the District's standard operating procedures include the following: (Communications)
  - a. A friendly, welcome greeting to all visitors at every school.



- b. Every parent phone call, email, or letter should be acknowledged within 48 hours of being received.
  - c. Timely follow-up on every parent phone call, email, letter, or inquiry, with regular communication to the parent during each step of resolving the issue.
5. Provide regular opportunities for parents and other community members to ask questions and/or share ideas or concerns with District and school leadership. Community forums such as the ones sponsored by the Parent/Community Involvement Task Force are good models for ongoing communication between the District and parents/community.

### **Strengthen Communication**

1. Explore future opportunities for using technology to more effectively reach all parents and community members (for example, texting, social networking utility, or smart phone application). (Communications)
2. Encourage principals to use multiple methods to communicate with students, parents and community members, including robo-calls, websites, flyers, text messaging, Twitter, emails, phone calls, and more. Parents should be able to choose the communication method that works best for them, based on communication methods available to the District. (School Outreach, Communications)
3. Collect all communications data at the beginning of the school year. This should include email addresses and numbers for texting. Develop a system (such as a check-off) to collect parent/guardians' consent to allow school organizations to receive their contact information. (School Outreach)
4. Train parents and teachers on the various ways to effectively communicate with each other and the school. Conversely, train staff at schools on the various ways to effectively communicate with parents and communities. (School Outreach)
5. Improve the use of robocall by programming the calls to finish the notification process 48 hours in advance, when possible. This recommendation works in tandem with the recommendation to provide parents with advance notice of school activities. (School Outreach)
6. Direct District employees to use clear, direct, and concise language in crafting communication to parents and others. Letters, memos, emails, phone messages, flyers, etc., should get right to the point and be free of unnecessary legalistic or bureaucratic jargon. Clarity should be a primary goal of every piece



of communication. (Note: Given the District's large population of non-English-speaking households, communication should also be available in a variety of languages, as appropriate.) (Communications)

7. At the middle and high school levels, encourage a single, effective and technological school-wide system for communicating with students and parents regarding homework assignments (for example, Edmodo, Homework Hero, or the system that works best for an individual school.)

Explore ways to enhance the Pinnacle system to include a tracking system so parents and students can access and view their children's assignments.

8. Research and obtain software capable of compiling a master list of all email addresses and cell phone numbers obtained from parents and community members at the start of each year and creating a database that can be accessed by the District for county-wide announcements, by individual schools for school-wide announcements, and by individual teachers for classroom-wide announcements on a regular basis. This listing should be reviewed and updated semi-annually, in August and January.
9. Expand the availability of real-time streaming techniques for all Broward County School Board meetings, workshops, listening tours, and other events. Make them accessible on the Internet so they can be accessed by anyone not able to attend in person. Post a call-in number so those attending the meeting remotely are able to call-in with a comment or question. Additionally, archive the video and audio meetings so they can be downloaded and accessed at convenience for those who were unable to attend the meeting or access the video-stream when it was initially broadcast.
10. Encourage individual schools to hold community events at times convenient for parents, not just during school hours or on school days. Encourage community businesses to participate to foster the community spirit.
11. Encourage principals to regularly request and obtain calendars of city/community events within each school boundary and re-publicize the events to the students and parents. Additionally, encourage principals to regularly provide local cities/communities with calendars of upcoming school events.
12. Post the email addresses of all teachers in the school.
13. Maintain stability whenever possible regarding all future school boundary changes with a goal of keeping students attending the schools located within the communities in which they live. This will promote parent/community involvement.



### **Enhance and Improve School Advisory Councils (SACs)**

1. Encourage the expansion of business representation on the SAC. (Business Outreach)
2. Encourage non-profit representation on the SAC. (Community Outreach)
3. Establish meeting times that are convenient for the non-staff members of the SAC and the community.
4. Create opportunities for SACs from various schools to meet with each other to share concerns and ideas.

### **Maximize Volunteer Participation, Effectiveness and Satisfaction**

1. The parent-teacher relationship is the one of the most fundamental relationships in the school. Barriers to this relationship include language, parents' experiences, level of understanding, education, socioeconomic circumstances and culture. Train parents and teachers in fostering a collaborative relationship that benefits the student. (School Outreach)
2. Survey parent and community members for the skills they have which would enhance the education of students. Match the skills of those who wish to volunteer or mentor with the volunteer positions which best fit their skills. (School Outreach)
3. Provide information on the volunteer opportunities available both at school and at home, including meeting times, job description, estimated time to complete job, and any other necessary information. (School Outreach)
4. Meeting times shall be parent- and community- friendly. Weekends should be an option. (School Outreach)
5. On site babysitting should be arranged as often as possible for evening events. Offering community service hours to high school students may be one way to accomplish this. (School Outreach)
6. Offer a District-sponsored training module on fostering effective working relationships three times a year. Parents and Community volunteers will be strongly encouraged to attend one of these sessions. (School Outreach)

7. The District shall research, define and implement multiple strategies for reaching out to parents from different cultures and who speak different languages and with children of all abilities. (School Outreach)
8. Share best practices and high interest parent events that have been successful (School Outreach)
9. Honor your volunteers. Make parent and community volunteers feel valued. (School Outreach)

### **Assist Non-profits in Maximizing Services to Students and Communities**

1. Create and/or adopt multiple ways for staff to identify and access services available from community organizations such as featuring a directory on the District's website or offering a hard copy. Utilize resources already available such as those from Children's Services Council and First Call for Help of Broward, Inc. (211).
2. Create a non-profit steering Committee – composed of representatives from non-profit organizations and a staff liaison – to facilitate the effective use of non-profit agencies and the coordination and implementation of services.
3. Develop and implement a system for evaluating the effectiveness and outcomes of projects and services.
4. Identify duplication of services and reallocate resources.
5. Document and share successes with all stakeholders.
6. Host an annual forum for non-profit organizations to exchange information and ideas.

### **Build Strong Partnerships with Municipalities**

1. Municipalities should have some form of community advisory board or committee that deals with community specific issues relating to education:
  - a. Membership should include students, parents, community, educators.



- b. Groups should have enough members to allow coverage of schools that educate the children of their municipalities.
  - c. Members should meet with principals monthly and/or be active participants in the School Advisory Council.
2. The District shall build effective Coalition of Education Advisory Boards (CEABs) in order to:
- a. Communicate city-specific issues.
  - b. Communicate District-wide initiatives.
  - c. Share best practices.
  - d. Communicate at school boundaries and feeder patterns.
  - e. Participate in Innovation Zone meetings.

The CEABs should meet regularly to ensure effectiveness.

3. Undertake joint initiatives which:
- a. Break down the barriers for schools affected by multi-jurisdictional issues.
  - b. Develop mentoring and grant opportunities that meet the needs of their school populations.
  - c. Initiate and encourage programs that utilize facilities to meet community/educational needs at minimal costs to community organizations.
  - d. Identify community residents who could provide enrichment/educational support for schools.
  - e. Identify community businesses that can provide internships for students
  - f. Continue support for student achievement through libraries, parks and recreational programs, etc.
  - g. Create partnerships between cities where innovation zones overlap.
  - h. Work on effective and timely communication methods for sharing information with residents

4. Develop a template to define "city involvement." Include best practices and current municipal initiatives.
5. Utilize Education Compacts to outline relationships between cities and the School District.
6. Hold quarterly forums that encourage conversation about District initiatives, including sharing concerns that may be municipality-specific. Some cities currently have formal or informal events that provide this opportunity. Leaders should talk to other leaders.
7. Representatives from the School Board should regularly attend Broward League of Cities meetings.

#### **Review and Revise the Security Tracking and Response (STAR) System**

1. Review the STAR system as a whole.(School Outreach )
2. Work with schools to make businesses feel welcome from the moment they enter the schools. Create "ease of entry" and expedite partners' approval through the STAR system. (Business)
3. Review screening procedures and develop methods for completing screenings in a timely manner. (Community Outreach)
4. Conduct screenings before services are needed. For example, if the screening process will take six months to complete, begin the process six months before the services are needed. (Community Outreach)
5. Make the STAR system more user-friendly. (Community Outreach)
6. Review the STAR system to see if it is too stringent for use with the PIE program.



## Expand and Enhance the Partners in Education (PIE) Program

1. Develop a clear definition of a "Partner in Education" so both partners and the schools understand expectations and to ensure a mutually beneficial relationship. (Business Outreach)
  - a. Schools will be able to fine-tune the definition to fit the specific needs of the school and community in which it is located.
  - b. Ensure that partners earn the title of partner (for example, simply donating coupons is not enough).
  - c. Ensure that schools are actively thanking their partners. Develop a checklist of approved ways partners can be publicly acknowledged.
2. Streamline entry into the program and standardize the entry process so it is consistent from school to school. (Business Outreach)
3. Make the program more uniform so it is easier to partner with multiple schools. However, allow individual schools with successful programs the flexibility to continue implementing their own models. (Business Outreach)
4. Review the process used by the Superintendent's Screening Committee and determine if it is too stringent to use with the Pie program.
5. Make the PIE program mandatory at each school, with its effectiveness becoming part of each principal's evaluation. While principals will not generally run the program, it should be part of their job description to assign a partner liaison who will be diligent in finding and utilizing partners. (Business Outreach)
6. Encourage business partners to attend school events by scheduling events at the same time each month or quarter. (Business Outreach)
7. Create PIE mentorship programs. Schools with successful PIE programs should mentor schools that have not been as successful. (Business Outreach)
8. Consider partnering technical schools with traditional schools since their needs are different and they may be able to seek and utilize the same partners. (Business Outreach)

9. Encourage schools to support their partners by planning evening events at partners' business locations and utilizing the talents of the school. For example, schedule the school band to perform or have students decorate the business' windows, to attract more families. (Business Outreach)
10. Encourage schools to invite business partners to speak in classrooms or at school events. (Business Outreach)
11. Encourage schools to hold a meeting for potential partners each summer, when they will have more time to review programs and opportunities. (Business Outreach)
12. Make schools more readily visible to the community so that businesses can find their local schools quickly and view them as part of the community. Hold weekend events that local businesses can attend at the school or lease space for community weekend events. (Business Outreach)
13. Mandate that partnership liaisons at schools distribute a list of approved partners to all school employees and request clubs and other groups consider present partners first when seeking vendors. (Business Outreach)
14. Mandate that each school complete the PIE end-of-year survey and utilize results in completing the principal's evaluation. (Business Outreach)
15. Create simple, user-friendly handouts for potential partners, concisely explaining the program, without using legal jargon. (Business Outreach)
16. Establish "open" times when business partners or potential partners can come to the school and meet with administrative personnel. If they come at other times, have a simple handout explaining how to contact administrators and encouraging partnerships. (Business Outreach)
17. Mandate a mentorship/internship program be part of the PIE program. (Business Outreach)
18. Broward Schools should actively partner with the individual cities and their chambers to find businesses interested in becoming mentors. (Business Outreach, Municipal Outreach)



19. Create a link for use on partners' websites to announce, "We're a Partner with Broward Schools. Click here to become a Partner too." (Business Outreach)
20. Utilize all television production facilities available to Broward County Public Schools and create "commercials" specifically for the PIE program. Ask local stations to run them as PSAs. Ask partners to either add a tag for the PIE program to their own advertisements or to secure free airtime from stations they work with to run the PIE ads. (Business Outreach)
21. Ask the county to insert information about the PIE program in occupational license renewals. Obtain the list of businesses in the occupational license office to expand the District's contacts. Send mailers to these businesses. (Business Outreach)

### **Generate New Resources and Revenue**

1. Sell naming rights at local schools and on buses, etc., to create new streams of revenue for schools
2. Schools should create individualized wish lists and put them out to the community businesses. These wish lists should highlight any programs that are unique to the school that may help create unique partnership opportunities. Have schools put their wish list on their web sites so that it's easy for partners and potential partners to see what the school needs.

### **Expand and Define The Role of The Principal in Parent/Community Involvement**

1. District and Area level administration should make family engagement a top priority at the schools. All principals should increase efforts to make their schools a welcoming environment to the community. (Communications)
2. Mandate that each school complete the Partners In Education (PIE) end-of-year survey and utilize results in completing the principal's evaluation. (Business Outreach)
3. Effectiveness of customer service should be part of the formal evaluations for all employees, including District administration and staff, principals, school staff, teachers, and others. (Communications)

4. All employees of The School Board of Broward County, Florida should receive training in customer service, including District administration and staff, principals, teachers, support staff, and others. The training should be specific to the position and mandatory to the job function. (Communications)
5. Provide in-service training for principals and staff on the “who, what, when, where, why and how” of community involvement. Welcome non-profit representatives to principal and zone meetings. (Community Outreach Subcommittee)
6. A District-wide commitment to customer service is a necessary first step to increasing parent/community involvement. Principals and front office staff in schools should be the first to be trained, as they have the most direct interaction with parents and others. (Communications)
7. Encourage principals to use multiple methods to communicate with students, parents and community members, including robo-calls, websites, flyers, text messaging, Twitter, emails, phone calls, and more. Parents should be able to choose the communication method that works best for them, based on communication methods available to the District. (School Outreach, Communications)
8. Encourage principals to regularly request and obtain calendars of city/community events within each school boundary and re-publicize the events to the students and parents. Additionally, encourage principals to regularly provide local cities/communities with calendars of upcoming school events. (School Outreach)
9. Ensure that principals follow up on issues they commit to review and/or handle. (Communications)

#### **Establish a Comprehensive District Calendar**

1. Encourage awareness of competing activities when planning big district events and school events in I-zones. (School Outreach)
2. Encourage attendance at District and school events by holding events at the same time each month or year. (Business Outreach)

#### **Expand Staffing Where a Financial Benefit Can Be Demonstrated**

1. Allocate proper staff resources to maximize the financial assistance of the non-profit sector and facilitate stronger communications. Assign a non-profit service liaison to link the services between the schools and the organizations and to coordinate the services. (Community Outreach)



2. Assign additional people to work at Broward County Public Schools on the Partners In Education (PIE) program and in the advertising department if it can be shown that their jobs will be financially justified by the amount of money they can generate for the district. (Business Outreach)

**Encourage the Public to Work Together to Build Stronger Schools**

1. Hold forums by subject area – municipal, non-profit, faith-based, business- on an annual basis
2. Hold an annual forum for high schools, middle schools, and elementary schools.
3. Encourage schools to share ideas between schools and zones.
4. Hold public hearings, with open microphone nights, on a quarterly basis.
5. Encourage and recognize collaborative initiatives and partnerships among schools, volunteers, organizations, municipalities, businesses and others.

RESEARCH  
SUBCOMMITTEE



# Research Subcommittee

## Report / Preliminary Recommendations

Below are 5 recommendations the research subcommittee is submitting for the PCITF final report. (Back up materials is attached!)

**The research subcommittee's recommendations are as follows:**

### 1. School Parent Compact

The compact outlines how the parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve State's high standards. Currently, the School Parent Compacts are used in all Title One school mandated by Elementary and Secondary Education Act (ESEA) receiving Title I funding. It is recommended the parent compact be used in ALL schools.

- + A learning compact is a voluntary agreement between the home and school. The agreement would define goals, expectations and shared responsibilities of schools and parents as equal partners for student learning.
- + Parents would commit, for example, to setting aside a study time, seeing that homework is completed, monitoring television viewing, and making sure that children get to bed and to school on time.
- + Schools would agree to provide children every opportunity to learn in a supportive, drug- and violence-free environment.

### 2. Iphone App for Public Schools Market

According to MacroSolve president and CEO Clint Parr, with every age group owning smart phones and downloading apps by the billions, the means to inform, coordinate and attract a more vast community of interest, which can bring more resources to principals and administrators throughout the district. One of the benefits of this app bonus, content for the app can be managed by the students themselves, creating projects of student interest and learning in the classroom.

The school district can use the app to communicate with students, parents and the local community. The app will provide immediate, real-time information to the Broward school community regarding school schedules, extracurricular events, and volunteer opportunities along with many other pertinent school activities. The app will give access to other mobile devices, including BlackBerry, Goggle Android, and Palm use.

### **3. Parent University – Charlotte –Mecklenburg Schools**

#### **A Call to Engage, Commit to and Sustain Family and Community Involvement**

Parent University is a community collaborative led by Charlotte-Mecklenburg Schools to help parents become full partners in their children's education. CMS partners with community agencies and organizations to offer free courses, family events and activities that will equip families with new or additional skills, knowledge, resources and confidence.

The goal of Parent University is to increase parent involvement in the schools and empower parents to raise children who are successful in school, and in life. Workshops are held in schools, public libraries, YMCAs, houses of worship, businesses and other community locations. Workshop range from topics like Helping Your Child Prepare for the End-of-Grade and End-of-Course Tests, to Preparing for Kindergarten, Middle and High School, to Surviving Adolescence. More than 70 course topics are available for families.

### **4. Vancouver Public Schools – Leadership Through Communication Award**

The *Leadership through Communication Award* recognizes the teamwork and exemplary leadership of outstanding superintendents and their communications professionals for demonstrated commitment to the enhancement of communication and relationships between their school systems and the families and communities they serve. The award honors those who recognize that communication is a critical component of leadership and incorporate strategic communication into their planning goals and objectives as well as their daily operations. The Leadership Through Communication Award program is open to all school districts throughout the United States and Canada.

The award is jointly sponsored by Blackboard Connect, AASA, and NSPRA. The recognized school system receives a \$10,000 Award, provided by Blackboard Connect, to be used for student scholarships or communication activities that benefit students and schools.

### **5. Project Appleseed – The Six Slices of Parent Involvement**

*Project Appleseed* is a major educational resource and advocate for parents and families engaged in the pursuit of life, liberty and happiness in America's public school education.

The Purposes of this project is to positively impact public education, we promote total quality improvement in learning, wellness, and school facilities. We aid parents & educators in meeting the needs of the whole child through three purposes: Six Slices of Parent Involvement



1. Increasing student achievement by mobilizing parent, family and community volunteers inside and outside schools.
2. Strengthening fitness & nutrition by supporting family participation in physical activities and healthy eating.
3. Enhancing the learning environment by utilizing alumni and community giving – as universities do - to finance the rebuilding of public schools as green buildings.



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## Leadership Through Communication Award

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### 2012 Leadership Through Communication Award Recipient

**Washoe County School District, Reno, Nev.**



Heath E. Morrison, Ph.D.



Irene Payne

**Washoe County School District**, a K-12 urban school system in Reno, Nev., serves over 63,000 students in 94 schools.

The judges for the 2012 award were impressed with the zeal that Superintendent Heath Morrison, Ph.D., Chief Communications and Community Engagement Officer Irene Payne, and the entire team exhibit for the communication function. Despite extreme budget uncertainty and reductions due to Nevada's deep economic troubles with one of the highest unemployment and foreclosure rates in the country, Dr. Heath, in collaboration with the Board of Trustees, has worked to protect and maintain resources for maintaining a strong communication program as an effective management tool to support student achievement. In addition, the judges commended Washoe County School District for:

- Providing an array of communication-related professional development opportunities for administrators and expanding the number of spokespersons to provide information via the news media.
- Creating the WCSD Legislative Blog with up-to-date information on education reform bills and K-12 funding that has had a positive impact on behalf of all Nevada school districts.
- Piloting the Community Compact on behalf of the Council for Excellence in Education.
- Focusing on internal communication that creates staff ambassadors.

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- Requiring all schools to have a communication plan and supporting branding and marketing efforts by principals and administrators.
- Initiating "courageous conversations" on topics such as sexual orientation and anti-bullying in order to create a "buzz" that focuses on what's best for kids.

"In only two years, Washoe County School District has made amazing strides in transitioning from a reactive to a proactive communications effort. Under the leadership of Dr. Morrison and Ms. Payne, this dynamic communication program has brought the district major recognition at local, state and national levels. They understand that in order to maintain the community's support and trust, and build a base of support for improving student achievement, a strong communication effort is absolutely critical," said Rich Bagin, APR, executive director of the National School Public Relations Association.

"Blackboard congratulates Dr. Morrison, Ms. Payne and all educational leaders at Washoe County School District for their strong communications vision and effective practices to support their students and school communities. Quality communication plays a critical role in student achievement and we applaud the district for the strategies they have implemented to meet this important mission," said John Canuel, vice president of K-12 Education Strategy for Blackboard Inc.

"Communication is a key leadership skill," adds AASA's executive director, Daniel A. Domenech. "Congratulations to the team at Washoe County School District for understanding that it, indeed, takes the whole community to build a strong educational system and that all the stakeholders need to feel they are part of the process. Good communication makes that happen."

The award was presented at AASA's National Conference on Education in Houston, Texas, February 17, 2012. A \$10,000 contribution was made by Blackboard Inc. to Washoe County School District to be used for student scholarships or communication activities that benefit students and schools. Dr. Morrison and Irene Payne also will be recognized at the 2012 NSPRA Seminar in Chicago and will present a session on their communication program.

Learn more about Washoe County School District's program [here](#).

See past Leadership through Communication Award Recipients [here](#).

15948 Derwood Road | Rockville, MD 20855 | Ph: 301-519-0496 | Fax 301-519-0494 | [email](#)

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 A REDFIN SOLUTION

# Vancouver Public Schools

*Imagine what you can learn.*

## 2011 Leadership Through Communication Award Executive Summary

### Assessment

In August 2007, Vancouver Public Schools was mid-way through an ambitious strategic planning process. Dr. Steve Webb, then the deputy superintendent, was leading the effort as part of a superintendent leadership succession plan implemented by the board of directors. He had enlisted Tom Hagley, Jr., then the district's community relations manager, and a "Futures Team" of district and community leaders to help oversee the planning process, which involved more than 400 direct participants and generated nearly 2,000 sets of public input through a series of engagement activities. Goal area teams consisting of 100 internal and external stakeholders were convened to develop vision statements, goals, target objectives and measures of success. The board adopted the strategic plan in January 2008, and Dr. Webb was appointed superintendent that spring to succeed the retiring superintendent, Dr. John Erickson.

The superintendent-level transition and the adoption of a new strategic plan provided an excellent opportunity to revitalize the district's overall, year-round communication effort, and to make effective communication one of the district's primary operating principles. While Vancouver Public Schools historically had a strong public relations program and a decades-long record of community support, the external context had changed significantly in recent years. Student enrollment had gone from fast growing to flat. Competition was increasing from new private and Internet-based schools. Positive media coverage of education had diminished as seasoned reporters were laid off or ushered into retirement. Meanwhile, technology was changing the public relations profession. New tools were available to help inform and engage people through personalized communication. The district's strategies and techniques needed to keep up with the times. In addition, many of the district's communication products lacked consistency in their messages and appearance. The print, television, web and face-to-face communication functions happened within different departments and work groups and were not integrated to maximize effectiveness and cost-efficiency.

### Planning

For 2007-08, Dr. Erickson and Dr. Webb appointed Tom Hagley a member of the superintendent's cabinet and the leader of a consolidated Communication Team for the district. The board of directors held work sessions facilitated by Hagley and a local marketing-communication expert who donated her time to assist the district. An ad hoc group of 20 creative and visionary thinkers from the district and community was convened to brainstorm ideas for a new brand identity, communication and community engagement plan. Target audiences and key messages were defined, and new tools and techniques were considered. The primary goal was to continue building public support and positive relationships through: 1) A more friendly and personal brand identity, 2) more targeted and timely communication, 3) more consistency in brand and messages across multiple media, and 4) more opportunities for face-to-face communication. The work was mapped out on the district's "plan-on-a-page" format with an expected timeline of two to three years to complete the implementation. Conceptual graphics, messages, product designs and plans were presented to the board, superintendent, leadership team, and district advisory groups for feedback before the Communication Team moved forward.

In July 2008, Dr. Webb promoted Hagley to executive director of community and government relations and expanded his role to include leadership of one of the district's new strategic priorities: "Relationships and Connections." In addition to overseeing the revitalized communication program and serving as a close advisor to the superintendent, Hagley became the leader of a task force



responsible for establishing family-community resource centers in schools highly impacted by poverty. At that time, \$50,000 was added to the Communications Office budget for activities related to the strategic initiatives, bringing the district's total annual investment in the communication and community engagement functions to more than \$800,000.

### Communication and Community Engagement

Highlights of the overall, year-round communication and relationship-building effort in Vancouver Public

Schools include the following:

- All 200-250 pages of the district's web site are re-vamped. The site is now easier to navigate and has a news section, interactive photo gallery and historical timeline, video player, podcasts, search engine, and maps with Google direction capabilities. It also provides access to family and staff portals. Pages translated into Russian and Spanish and translation software capabilities for other languages are being added this fall. <http://www.vansd.org>
- A modern logo complements the district's more traditional seal, which is used for formal documents such as diplomas. The district's tagline—"Imagine what you can learn!"—has applications for all target audiences. An approved color pallet permeates all district media. [http://portalsso.vansd.org/portal/page?\\_pageid=153.2207813&\\_dad=portal&\\_schema=PORTAL](http://portalsso.vansd.org/portal/page?_pageid=153.2207813&_dad=portal&_schema=PORTAL)
- Video messages from the superintendent keep staff members informed about the direction of the district. The superintendent's monthly podcasts ("Webb e-News") contain personal stories that support the district's goals. [http://portalsso.vansd.org/portal/page?\\_pageid=153.2113525&\\_dad=portal&\\_schema=PORTAL](http://portalsso.vansd.org/portal/page?_pageid=153.2113525&_dad=portal&_schema=PORTAL)
- Through membership in a consortium of local educational access providers, the district produces television programs for three external cable channels and one internal channel. A fully digital television studio is located in the administrative services center, and other state-of-the-art production facilities are distributed throughout Vancouver schools to enable students and teachers to produce content for cable television. A news magazine program, "In the Know," promotes district initiatives, student and staff accomplishments, and school-community partnerships. Video (as well as print) news releases are sent to the Vancouver/Portland media. [http://portalsso.vansd.org/portal/page?\\_pageid=153.2118902&\\_dad=portal&\\_schema=PORTAL](http://portalsso.vansd.org/portal/page?_pageid=153.2118902&_dad=portal&_schema=PORTAL)
- The district posts its videos on YouTube and uses social networking sites to round out its communication program. Schools communicate with parents through e-newsletters, listserv technology, and Synrevoice telephone notifications. <http://www.youtube.com/user/VanSDTV>  
<http://www.facebook.com/VancouverPublicSchools>
- District publications include a magazine-style "Report to the Community," which is distributed three times a year to more than 70,000 households and businesses. A "Board Recap" provides a reader-friendly summary of the board's business meetings. A district brochure is distributed to prospective employees, real estate agents and residents who are new to the community, and potential community and business partners. [http://www.vansd.org/portal/page?\\_pageid=153.2118902&\\_dad=portal&\\_schema=PORTAL](http://www.vansd.org/portal/page?_pageid=153.2118902&_dad=portal&_schema=PORTAL)
- All aspects of district planning and operations have a communication component. For example, students,



parents, staff and community members are kept up-to-date on the district's budget development process through regular e-mail communication and information posted on the budget facts section of the web site.

Stakeholder input on possible budget solutions is gathered through online surveys, district advisory committees, and focus groups.

[http://www.vansd.org/budget\\_facts](http://www.vansd.org/budget_facts)

- Each year, the board of directors adopts a legislative platform to convey the priorities of the district to legislators and other key decision-makers. Board members, the superintendent and staff regularly meet with local, state and federal elected officials and their representatives. Vancouver participates in a coalition of Clark County districts that develop and share common positions on education issues.  
[http://www.vansd.org/NewsPub/LegPlatformVPS2009\\_10.pdf](http://www.vansd.org/NewsPub/LegPlatformVPS2009_10.pdf)
- The district uses its own unique collaborative planning process called the "design symposium," which engages stakeholder representatives in visioning and planning for the future. More than 50 design symposia have been conducted to date. Recent symposium topics have included the long-range strategic plan, facility designs for new or renovated schools, family-community resource centers, innovative programs of choice, technology, and shared responsibility.  
<http://www.vansd.org/future>
- Several times a year, the superintendent hosts a patron tour for community members who want to learn about district goals and see firsthand what is happening in Vancouver schools. These themes of tours highlight the strategic initiatives of the district and often are tailored for audiences with specific interests (e.g., business leaders, senior citizens, volunteers, non-English speaking families). Tours include student musical entertainment and a delicious lunch prepared and served by Culinary Arts students. The patron tour program is an NSPRA Golden Achievement Award winner.  
[http://portal.sso.vansd.org/portal/page?\\_pageid=153\\_2156630&\\_dad=portal&\\_schema=PORTAL](http://portal.sso.vansd.org/portal/page?_pageid=153_2156630&_dad=portal&_schema=PORTAL)
- Family-community resource centers (FCRCs) in nine Vancouver schools increase community engagement and partnerships by providing basic needs assistance, parent education, early learning programs, childcare, mental health referrals, extended day/year offerings and other programs and services for economically disadvantaged children and families. The district staffs these centers with site-based FCRC coordinators, a district-level FCRC coordinator and a family engagement coordinator.  
[http://portal.sso.vansd.org/portal/page?\\_pageid=153\\_2371044&\\_dad=portal&\\_schema=PORTAL](http://portal.sso.vansd.org/portal/page?_pageid=153_2371044&_dad=portal&_schema=PORTAL)
- The district's non-profit foundation manages more than \$2.2 million in assets to help meet the basic needs of children, to award classroom enrichment grants, and to provide scholarships. The foundation also assists the district in the development of partnerships and supports the family-community resource centers initiative. <http://www.vsd.foundation.org/>
- Students, staff and community partners are recognized for their accomplishments and contributions at every board meeting, and the board gives "Employee Excellence Awards" to teaching and non-teaching staff. Vancouver Rotary, the largest service club in the area, also honors a district program each month.  
[http://portal.sso.vansd.org/portal/page?\\_pageid=153\\_2165335&\\_dad=portal&\\_schema=PORTAL](http://portal.sso.vansd.org/portal/page?_pageid=153_2165335&_dad=portal&_schema=PORTAL)  
[http://portal.sso.vansd.org/portal/page?\\_pageid=153\\_2165679&\\_dad=portal&\\_schema=PORTAL](http://portal.sso.vansd.org/portal/page?_pageid=153_2165679&_dad=portal&_schema=PORTAL)  
[http://portal.sso.vansd.org/portal/page?\\_pageid=153\\_2337817&\\_dad=portal&\\_schema=PORTAL](http://portal.sso.vansd.org/portal/page?_pageid=153_2337817&_dad=portal&_schema=PORTAL)
- District teams, departments and schools work together organize special events (e.g., tours, celebrations, showcases) and manage public engagement activities (e.g., design symposia, focus groups and advisory committees).  
<http://www.vansd.org/weLearn>
- To reach non-English speaking families, print communications and Synrevoice messages are translated into multiple languages. Videos orienting immigrant families to American schools are produced in Russian and Spanish. Local Spanish radio and cable television stations also are used to communicate with immigrant families. This fall, the Communication Team is adding Russian and Spanish language sections and translation software capabilities to the district's web site.
- Emergency messages are distributed via the regional School Announcement Network: parents can sign up for text and e-mail notifications. The district also uses a Voice Over Internet Protocol automated notification system and cable television as appropriate to the situation.  
[http://portal.sso.vansd.org/portal/page?\\_pageid=153\\_217376&\\_dad=portal&\\_schema=PORTAL](http://portal.sso.vansd.org/portal/page?_pageid=153_217376&_dad=portal&_schema=PORTAL)



## Leadership Through Communication Award Recipients

### 2010 – Sponsored by AlertNow

Twin Rivers Unified School District, McClellan, Calif.

Frank Porter, superintendent

Trinette Marquis, director of communications

Award announcement

Executive Summary of Recognized Program

### 2009 – Sponsored by Connect-ED

Rockwood School District, Eureka, Mo.

Dr. Craig Larson, superintendent

Kim Cranston, APR, chief communications officer

### 2008 – Sponsored by Connect-ED

*Co-Recipients*

Miami-Dade County Public Schools, Miami, Fla.

Dr. Rudolph Crew, superintendent

Cathleen Healy, marketing officer

Marquette School District, Sussex, Wis.

Dr. Kathleen Cooke, superintendent

Denise Dorn Lindberg, APR, public information/volunteer coordinator

### 2007 – Sponsored by Connect-ED

Deer Valley Unified School District, Phoenix, Ariz.

Dr. Virginia McElyea, superintendent

Sandi Hicks, director of public relations

2006 – Award of Honor in Hurricane Communications – “Grace Under Fire Awards” –  
Sponsored by NTI (this recognition subsequently became the Leadership Through  
Communication Award)

*Co-Recipients*

Essex County Public Schools

Dr. Frank Till, superintendent

Merrie Meyers-Kershaw, APR, director of community involvement

Keith Bromery, director of community relations

St. Charles Parish Public Schools

Dr. Rodney LaFon, superintendent

Rochelle Cancienne-Touchard, director of public information

St. Tammany Parish Public Schools

Gayle Sloan, superintendent

*Linda Rohn, dir. of public info/communication*

## SCHOOL-PARENT COMPACT 2011-2012

*Liberty Elementary School, and the parents and students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve State's high standards.*

*This school-parent compact is in effect during the 2011-2012 school year.*

### School Responsibilities

**Liberty Elementary School will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

- *Ensure a safe and nurturing environment*
- *Maximize the effectiveness of instruction by keeping teachers updated on the most current instructional strategies*
- *Increase student achievement in reading, writing, math and science*
- *Collaborate with parents and community in a partnership characterized by communication and mutual respect*
- *Teach and support core values such as honesty, self-control, respect, kindness, citizenship, tolerance, cooperation and responsibility*

- 2. Hold parent-teacher conferences twice a year, during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

*The Compact will be discussed at:*

- *The Title One Annual Public Meeting/ Open House in September*
- *Monthly parent meetings*
- *At conferences which will be held at least twice a year with the classroom teacher*

- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

- *Interim reports will be provided at the half way mark for each quarter for areas of concern*
- *Report cards will be provided at the end of each quarter*
- *Standardized test scores will be sent home in the last report card of the school year, if made available by the state*



**4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

- Classroom teachers will be available at 7:30 am and at 2:15 pm for conferences
- Administration and Support staff will be available at 7:30am and throughout the school day as needed

**5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

- Field Trips
- Mentoring
- Assisting teachers with classroom activities

**Parent Responsibilities**

*We, as parents, will support our children's learning in the following ways:*

- Make sure my child has the necessary school supplies and is ready for school each morning
- Monitor my child's on-time attendance
- Make sure that homework is completed
- Monitor the amount of television my children watch
- Volunteer in my child's classroom; following district guidelines
- Participate, as appropriate, in decisions relating to my children's education
- Promote positive use of my child's extracurricular time
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the LEA-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups

**Student Responsibilities**

I, \_\_\_\_\_, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Do my homework everyday and ask for help when I need to.
- Read at least 30 minutes everyday outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Parent(s)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

agencies serving parents and others yielding information about parent needs. Focus groups were geographically and demographically diverse.

We interviewed leaders from a dozen other similar efforts across the nation to determine best practices. CMS schools were surveyed to determine current parent offerings, and agency partners were interviewed to determine their programs in this area.

A Curriculum Review Committee developed specific topics and courses to be offered. The committee includes CMS staff, members of the health and human services community, the public library, higher education institutions and other agencies that serve families. [Click here to review the criteria for courses and how to submit curriculum for Parent University.](#)

The Parent University Advisory Council has business and community leaders to further guide the work.

Parent University will provide an array of offerings to appeal to all families. It will feature traditional class and workshop settings offered by CMS staff and community partners as well as unique assemblies and electronic delivery.

[Board of Education](#)

[Superintendent](#)

[Calendars/Schedules](#)

[School Safety](#)

[Home](#) | [Parents](#) | [Newcomers](#) | [Schools](#) | [Volunteers and Partners](#) | [Media Room](#) | [Jobs](#)

Charlotte-Mecklenburg Schools  
P.O. Box 30035, Charlotte, NC 28230

Reach further. Global competitiveness starts here.

In compliance with Federal Law, Charlotte-Mecklenburg Schools administers all education programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability





Reach Further. Global competitiveness starts here.



CMS > Parents > Parent University > What is Parent University

**Parent University**

**What is Parent University**

Special Monthly News Updates

Our Accomplishments 2009-2010

Fall 2011 Course Online Registration

Our Sponsors

School Leadership Fund Sponsors

FAQ

Parent Resources

Special Events

Online Modules and Informational Videos

Bringing Parent University to You

Documents and Resources

Contact Information

Volunteers

Who Leads Parent University?

Course Presentations and Handouts

Charlotte Mecklenburg Library Resource Guides

Preparing for Parent Teacher Conferences

Inclement Weather Guidelines

S.T.E.A.M. 2011

**Parent University**

**What is Parent University**



**What is Parent University?**

Parent University is a community collaborative led by Charlotte-Mecklenburg Schools to help parents become full partners in their children's education. CMS partners with community agencies and organizations to offer free courses, family events and activities that will equip families with new or additional skills, knowledge, resources and confidence.

**What is the Goal of Parent University?**

The goal of Parent University is to increase parent involvement in the schools and empower parents to raise children who are successful in school, and in life. Workshops are held in schools, public libraries, YMCAs, houses of worship, businesses and other community locations. Workshop range from topics like Helping Your Child Prepare for the End-of-Grade and End-of-Course Tests, to Preparing for Kindergarten, Middle and High School, to Surviving Adolescence. More than 70 course topics are available for families. View some of our accomplishments and see what others are saying about Parent University,



**Why Be Involved?**

Research has shown that parents can increase a child's academic success through their involvement with schools and communities. Parental involvement improves student morale, attitudes, and academic achievement across all subject areas. Even if you are not a parent, we encourage you to become involved within Parent University. Volunteer opportunities are available, click this VOLUNTEER link for more details.



**Related Links**

[Charlotte Parent Magazine](#)

[Child Proofing Advice NC](#)

[CMS Parent Resources](#)

[CMS Parent Toolkit](#)

[Council of Children's Rights](#)

[Mecklenburg County PTA](#)

[Multicultural Education](#)

[Parent Assistant](#)

[Parent Packet](#)

[Parents Connect](#)

[UNCC Social Capital](#)

**Parent University will offer courses in four primary strands:**

Strand I is Parenting Awareness. These offerings will provide information that can empower parents to raise confident, educated children ready for the 21st century. Strengthening parents means strengthening children.

Strand II is Helping Your Child Learn in the 21st Century. These offerings will provide parents information about how to support children's academic opportunities and challenges today.

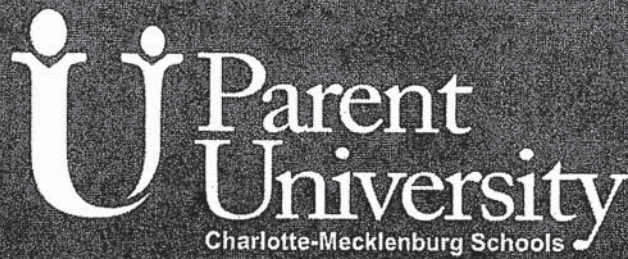
Strand III is Health and Wellness, and these offerings will support information and activities to help families build healthy lifestyles physically as well as emotionally.

Strand IV is Personal Growth and Development. These offerings will help parents to grow personally and professionally, so they can become the most effective advocates for their children.

**How Parent University was developed and how to submit curriculum**

CMS convened numerous focus groups with parents, faculty, employers, community members,

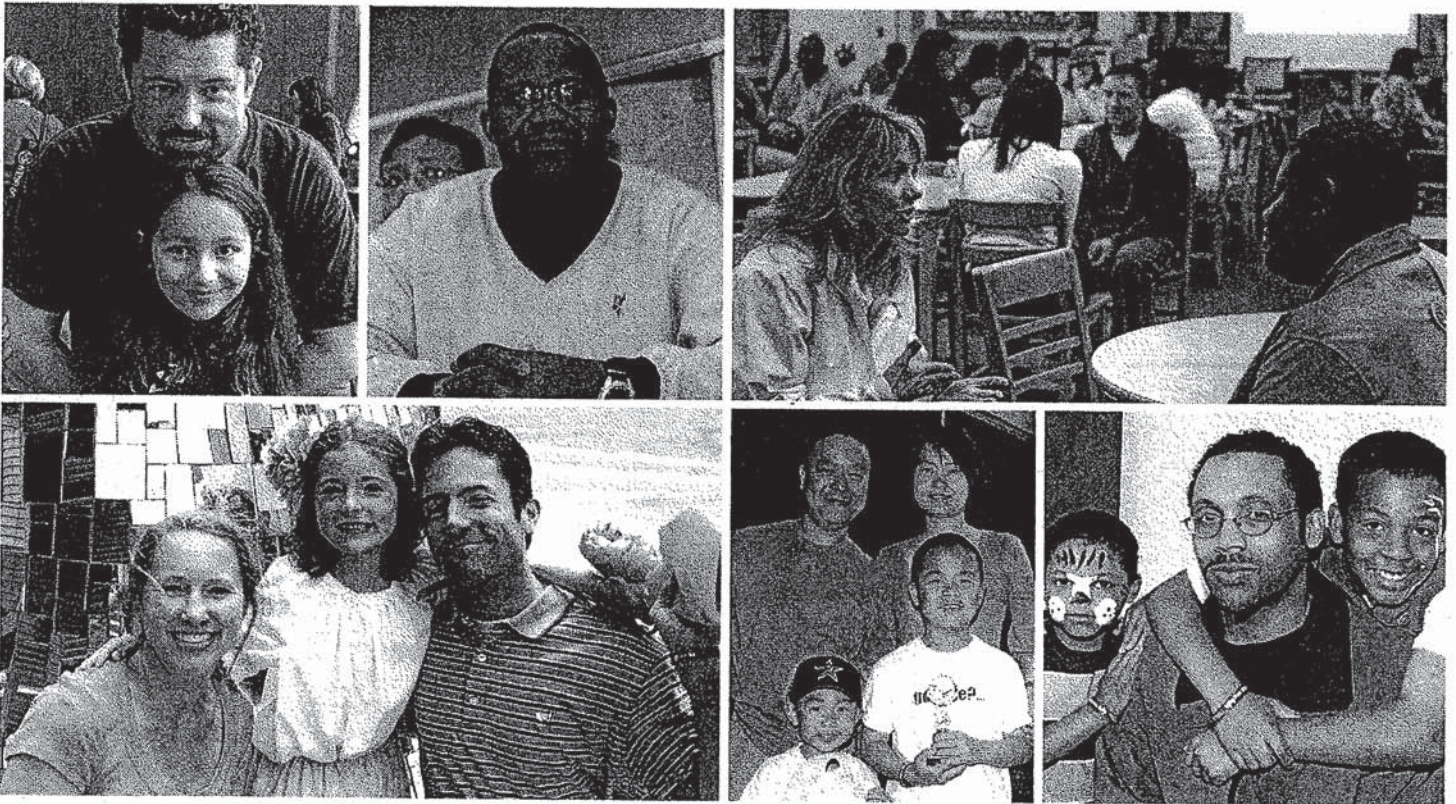




**2011-2012 Fall Semester**

Charlotte-Mecklenburg Schools  
**Parent University Course Catalog**

**Free Workshops for Families!**



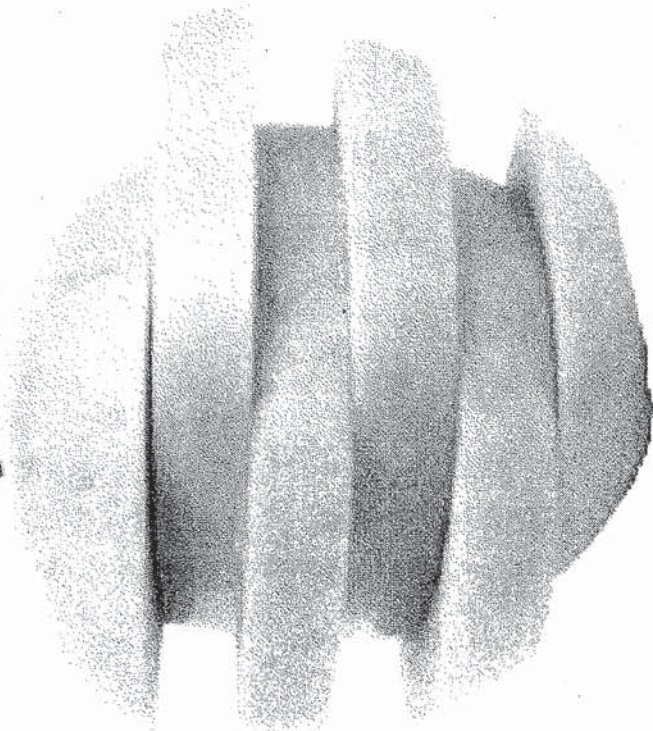
A **partnership** and **promise** between Charlotte-Mecklenburg Schools and the families and community we serve.



P.O. Box 30035 • Charlotte, NC 28230 • Phone: 980-343-0318 • Fax: 980-343-1338 • [www.cmsparentuniversity.org](http://www.cmsparentuniversity.org)



# The Six Slices of Parental Involvement™



## Project Applesseed™

the national campaign for public school improvement

## **Our Mission**

**Project Appleseed is a major educational resource and advocate for parents and families engaged in the pursuit of life, liberty and happiness in America's public schools.**

We are a catalyst in the implementation of effective, research based, model parent and community involvement programs that increase social capital, improves the lives of families and revitalizes schools and communities across the United States.





## Our Three Purposes

To positively impact public education, we promote total quality improvement in learning, wellness, and school facilities.

We aid parents & educators in meeting the needs of the whole child through three purposes:



**1. Increasing student achievement** by mobilizing parent, family and community volunteers inside and outside schools.



**2. Strengthening fitness & nutrition** by supporting family participation in physical activities and healthy eating.



**3. Enhancing the learning environment** by utilizing alumni and community giving – as universities do – to finance the rebuilding of public schools as green buildings.

## Three Types of Giving in Public Schools

### Volunteer Time

Volunteers give their time to such activities as parent decision making committees, tutoring programs, after-school enrichment programs, mentoring programs, and classroom support.



### Monetary Contributions

Monetary donations are almost always targeted for a specific purpose or program. Generally, schools first develop priorities, plans, or goals and then approach private givers with specific proposals.



### Material Donations

Many schools receive in-kind donations of instructional materials, computers, software, equipment, supplies, gift certificates and more.

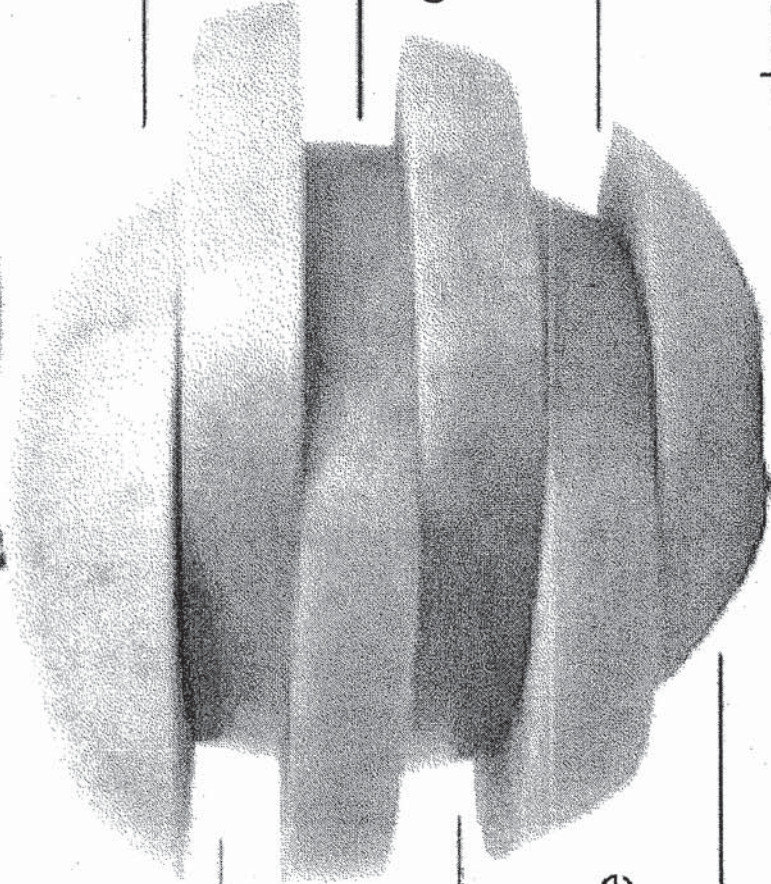




# The Six Slices of Parental Involvement™



parenting



learning @ home



volunteering



communicating



decision making



collaborating with community

## Research Subcommittee

*To research national models on communication and parent involvement; to investigate and research issues for the other subcommittees.*

**Co-Chairs:** Bernie Kemp  
TBD

**Committee Members:** Athlean Clarke-Smith  
Richard Kaufman  
Robin Kurtz-Lendner  
Wendy Longley  
Rodney Rawls  
Kimberly Rhoden  
Kelly Tepper



COMMUNICATIONS  
SUBCOMMITTEE



## Communications Subcommittee Report

### Background

The Communications Subcommittee is one of six (6) subcommittees of the Broward County Parent/Community Involvement Task Force, which was established at the request of Vice Chair Laurie Rich Levinson, and approved by the Broward County School Board on March 2, 2011.

The mission of the Parent/Community Involvement Task Force was to energize and increase parent/community involvement in the District to align with Goal 6 of the Strategic Plan: *Build strong partnerships with family, business, community and government at the classroom, school, area, and district levels.*

Over 200 applications were received and community members were appointed to serve on the Task Force along with School Board Member representatives, existing parent advisory groups, and employee labor groups. Together, they have made recommendations to accomplish the following goals:

- Energize and increase parent/community involvement.
- Review current parent/community involvement models to identify gaps and deficiencies.
- Revise parent/community involvement model(s) to address identified opportunities.
- Provide identifiable ways and processes for citizens to have meaningful input and participation in public education in Broward County.

Six (6) subcommittees were created to help implement the Action Plan:

- School Outreach
- Business Outreach
- Community Outreach
- Municipal Outreach
- Communications
- Research

### Communications Subcommittee

The Communications Subcommittee was co-chaired by Karen Davis-Powers, a community representative, and Doug Kruse, a parent representative. Twenty-two (22) individuals participated on the committee.

The objective of the Communications Subcommittee was to look at the way we communicate with the parents and the community at large, and identify ways to improve communication to inspire increased parental/community involvement, with an emphasis on using technology.

The Communications Subcommittee met twice monthly throughout the summer and fall months. During this time, subcommittee members spoke with parents and community members on their own and reported their findings to the subcommittee. Speakers from the Broward County School



Board were requested to speak at various subcommittee meetings to inform members of current policies and practices. Additionally, members of the subcommittee attended the public hearings and the Superintendent's Listening Tours to gain additional information from the general public regarding parental and community involvement as well as current concerns with the Broward County School District.

As part of its research, the Communications Subcommittee explored a variety of questions, including the following: how do the School Board and individual schools communicate with students, parents, and members of the community; what barriers do parents, community members, and the School Board face in communication; and what can be done to improve communication so that more parents and community members can or will become engaged in our schools.

The topic of communication is rather broad, so the Subcommittee kept its focus primarily on communication as it relates to encouraging and enhancing parent and community involvement. Although there are many communication challenges facing the District, the Subcommittee identified two key areas in need of improvement:

- (1) **Customer Service**, and
- (2) **Use of Effective Communication Methods**.

### Customer Service – “How Can We Serve You?”

Nothing is more important to encouraging parent/community involvement in schools than fostering a welcoming environment in those schools. From the moment parents set foot in a school, they should be made to feel as though they are important partners in the education of their children. They are, after all, the owners and funders of the schools – and they have a direct personal stake in the success of our schools.

At both the school and district levels, the Broward County School District falls well short of making parents feel welcomed and appreciated. Many parents feel disenchanted by their respective school's front office staff, to the point of feeling unwelcome the moment they walk in the door. Many times, a visitor to the front office fails to be greeted or is completely ignored upon entering the front office. Parents with issues/concerns often get bounced from person to person or find that their calls or emails go unanswered. In short, customer service is not the priority it should be in our schools or District offices.

The Subcommittee found that there are several schools that do an outstanding job of treating parents as welcomed partners. In these cases, the strong customer service ethos is typically the result of a principal who is committed to providing a first-rate experience for parents and others. Visitors are greeted with a smile, parents with issues/concerns are listened to and responded to in an appropriate and timely fashion, and parents regularly volunteer in a variety of ways. However, vast improvement in these areas is needed in many of our schools, to ensure that *every* school in the district is committed to providing first-rate customer service.



The Subcommittee believes that the critical first step in encouraging greater parent/community involvement is for the leadership of the School District to instill and insist upon an environment of friendly, responsive customer service in all dealings with parents and members of the community. Every employee of the District should know that providing the highest level of customer service is a key job responsibility.

### **Use of Effective Communication Methods**

The Broward County School District is made up of 232 individual schools, each with its own unique demographic and cultural make-up. For a population this large and diverse, there cannot be a one-size-fits-all model of communicating. And to be effective, communication should be primarily school-based, or grassroots, rather than District-based, or top down.

Currently, there are numerous ways that the Broward County School District, schools, parents, and community communicate with one another. For district-wide information messages, the School Board uses their website, Twitter, Facebook, robo-calls and written correspondence that is either mailed or hand-delivered through the schools. Individual schools communicate with their parents through their own websites, Twitter, hand-outs, robo-calls, emails, personal calls, etc. Middle and high schools also communicate with students through a variety of internet methods, including Pinnacle, Virtual Counselor, Homework Hero, Edmodo, and others.

Some schools are communicating with their parents/community much more effectively and on a continuous basis. In these cases, schools and teachers tailor their methods to the parents they are communicating with. In some schools, especially at the elementary level, hand-outs in backpacks are the most effective way of sharing information. In others, teachers have email groups or use other electronic methods for communicating directly with parents. Schools that provide timely, ongoing information to parents are most successful when they understand who their audience is and use methods that work best for their audience.

Others schools, however, communicate sporadically and, as a result, ineffectively. A common concern found by the Subcommittee is the lack of uniformity in the methods of communicating with parents and/or students, especially at the middle and high school levels. A middle school student with eight (8) classes may receive information and assignments from his teachers eight different ways, with one teacher using Homework Hero, another using Edmodo, another using their own personal webpage, and the others using entirely different methods. It is confusing for the students and parents to keep up with all of the different communication methods each day, just to complete their assignments. In these cases, teachers are using the method that suits them best – rather than the one that works best for parents and students. In other words, these teachers are communicator-focused instead of audience-focused.

Given the vast array of electronic resources available today, from social media to smartphone applications, the District and its schools should be embracing opportunities to provide more efficient and timely methods of sharing information with parents and the community.

In addition to the inconsistency and random nature of how information is communicated, there is also the problem of messages being drafted in too opaque a manner. Robo-calls and memos,



especially from the District, tend to be long, dry, and bureaucratic. The messages often have the feel of having been constructed by a large committee of attorneys and are difficult to wade through. The District needs to focus on making its messages more clear, concise, and compelling. Parents are especially busy these days and need crisp messages that get to the point quickly and without excessively bureaucratic language. A more concise and conversational tone will also make the communication feel warmer and more inviting, rather than cold and distant.

### **Subcommittee Recommendations**

#### **Customer Service**

- 1) All employees of the Broward County Schools should receive training in customer service, including central administration and staff, principals, teachers, support staff, and others. The training should be specific to the position and mandatory to the job function.
- 2) The Subcommittee believes a District-wide commitment to customer service is a necessary first step to increasing parent/community involvement. We suggest that the principals and front office staff in schools be the first to be trained, as they have the most direct interaction with parents and others.
- 3) Effectiveness of customer service should be part of the formal evaluations for all employees, including central administration and staff, principals, school staff, teachers, and others.
- 4) Some of the elements of high quality customer service that should be part of the District's standard operating procedures include the following:
  - a. A friendly, welcome greeting to all visitors at every school.
  - b. Every parent phone call, email, or letter should be acknowledged no later than 48 hours of being received.
  - c. Follow-up on every parent phone call, email, letter, or inquiry, with regular communication to the parent during each step of resolving the issue.
  - d. Create a culture of expectation of follow-up (unless special circumstances apply.)

#### **Use of Effective Communication Methods**

- 1) Explore opportunities for using future technology to more effectively reach all parents and community members. (For example, texting, social networking utility, or Smartphone application.)
- 2) Encourage principals to use multiple methods to communicate with students, parents and community members using robo-calls, websites, flyers, text messaging, Twitter, emails, phone calls, and more. Parents should be able to choose which communication method works best for them.
- 3) Direct District employees to use clear, direct, and concise language in crafting communication to parents and others. Letters, memos, emails, phone messages, flyers, etc., should get right to the point and be free of unnecessary legalistic or bureaucratic



jargon. Clarity should be a primary goal of every piece of communication. (Note: Given the District's large population of non-English-speaking households, communication should also be available in a variety of languages as appropriate.)

- 4) At the middle and high school levels, encourage a single, effective and technological school-wide system for communicating with students and parents regarding homework assignments. (For example, Edmodo, Homework Hero, or whatever works best for an individual school.)
- 5) Explore ways to enhance the Pinnacle system to include a tracking system so parents and students can access and view their children's assignments.
- 6) Research and obtain software capable of compilation of a master list of all email and cell phone numbers obtained from parents and community members at the school year start in August of each year into a database that can be accessed by the district for county-wide announcements, by individual schools for school-wide announcements, and by individual teachers for classroom-wide announcements on a regular basis. This listing should be reviewed and updated biannually, in August and January.
- 7) Expand the awareness of real-time streaming techniques for all Broward County School Board meetings, workshops, listening tours, and other events to the internet so that it can be accessed by anyone not able to attend in person. Have an available call-in number in case anyone attending the meeting remotely can call-in a comment or question. Additionally, archive the video and audio meetings so they can be downloaded and accessed at convenience for those that cannot attend the meeting or video-stream broadcast live.
- 8) Encourage individual schools to hold community events at times convenient for parents, not just during school hours or on school days. Encourage community businesses to participate to foster the community spirit.
- 9) Encourage principals to regularly request and obtain calendars of city/community events within each school boundary and re-publicize the events to the students and parents. Additionally, encourage principals to regularly provide local cities/communities with calendars of upcoming school events.
- 10) Maintain stability whenever possible regarding all future school boundary changes with a goal of keeping students attending the schools located within the communities in which they live, which will promote parent/community involvement.

### Summary

The Broward County School District believes that parent/community involvement in our schools is a critical component of increasing student achievement. If we want to encourage more parent and community engagement in our schools, then District employees at all levels must view these individuals as valued customers, rather than interruptions or distractions. Parents and others must feel welcomed and appreciated and their issues/concerns must be addressed in a timely and



professional manner. Therefore, providing first-rate customer service is the necessary first step in increasing parent/community involvement.

Once we have made these individuals feel as though they are welcomed partners, we must then use the best, most effective communication tools and methods to keep them engaged and informed, recognizing that communication is a two-way process. Through smart use of technology, schools can be more efficient and effective communicators, while at the same time providing more opportunities for parents and others to share their perspectives and ideas.

When schools work in greater collaboration with parents and the community, the students of Broward County will benefit the most.

### **Resources**

National Standards for Family-School Partnerships, National PTA

Austin, Texas Independent School District – Customer Service Initiative

St. Louis County, Missouri – Project Appleseed

State of Illinois – School/Home Communication: Using Technology to Enhance Parental Involvement

Meitler Consultants (Wisconsin) – Parent Community Communication/Cultivation Plan

Public Schools of North Carolina – Parent and Family Involvement: A guide to Effective Parent, Family and Community Involvement in North Carolina Schools

[www.Edmodo.com](http://www.Edmodo.com) – Make your Classroom a Community



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Customer Service


- Standards of Customer Service
- Email Etiquette
- RAVE - Recognizing All Valuable Employees
- RAVE Nominees
- Frequently Asked Questions
- Contact Us

Customer Service


*The Austin School District is committed to providing exceptional service to all - one customer at a time*

The Austin Independent School District has made a commitment to a customer service initiative that focuses on providing excellent customer service to all district customers, internal and external. As part of this initiative, the district adopted Guidelines for Model Customer Service that include simple but effective courtesies to follow when handling customers.

But what is Model Customer Service? Model Customer Service is an organization's ability to constantly and consistently exceed their customer's expectations. In Austin ISD, that can be translated as the District's ability to provide students with the best possible education, parents with a sense of security that their children are in a safe environment conducive to learning, and community members with the confidence that their tax dollars are well spent. Model Customer Service takes place when teachers create a welcoming environment for students and their parents by inviting parents to visit their classrooms. Model Customer Service also happens when teachers let parents know when and how to contact them, and when teachers make an initial contact with parents to establish a connection. These small but important efforts at customer service can go a long way towards buffering negative feelings when teachers call on parents at a later time. (  [Guidelines for Model Customer Service](#))

To take this initiative to the next level, *Standards of Customer Service* were adopted in March 2007. These standards set expectations for all District employees in their interactions with customers. To monitor employees' adherence to these standards, campuses and departments are evaluated annually and rated accordingly. (  [Standards of Customer Service](#))

Dr. Meria Carstarphen, who became Superintendent in July 2009, stated on several occasions how impressed she is with the quality and commitment of District employees. Part of that commitment is the employee focus on serving and treating students, parents, taxpayers, and peers in the best possible manner. With that in mind, the customer service initiative will focus on developing positive relationships with all of those with whom employees come in contact. Our ultimate goal is for everyone who visits or calls any campus or District office to have the best possible experience and leave with the satisfaction that their child is in the best urban district in the country.



**Customer Service**

Beverly Reeves  
District Ombudsman  
1111 W. Sixth Street, A-230  
Austin, TX 78703  
Phone: 512.414.9876  
Fax: 512.414.9773



To recognize those employees who provide exceptional customer service, the District has a *customer service* recognition program - RAVE (Recognizing All Valuable Employees). This program recognizes employees who consistently exhibit the highest level of customer service in all of their interactions. Nominees will receive a gift and recognition on the Customer Service web page.

To submit your nomination, please visit the [RAVE section](#).

If you have any questions, please contact the Office of Planning and Community Relations at (512) 414-9876 or through this [contact form](#).

Community

Public Relations

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1111 W. 6th Street - Austin, TX 78703 - 512.414.1700  
This page last modified: October 20, 2009 10:25 am

RSS PDD

## Telephone Calls

**Purpose:** To provide consistency in telephone call and voice mail practices throughout the district.

**Use:** As a reference when responsible for answering the phones.

### GUIDELINES FOR PHONE CALLS:

1. Personally answer the main line in each school and department. When times are too busy and the call goes to voicemail, provide choices for the departments where they can leave a message.
2. Answer all calls within three rings.
3. Greet each caller with the name of the school and your name "ABC Elementary School. This is Mary Brown. How may I help you?"
4. Give each caller your full attention. If it is an urgent call, especially from a parent, take responsibility for seeing the problem is resolved.
5. Give callers a choice before transferring them to voicemail.
6. Change your voicemail message to reflect when you are out of the school or office for 2 or more days and give callers an alternative person to call.
7. Return most calls within 24-48 hours.
8. Provide the number that a call is being transferred to and stay on the line until the call is successfully transferred. Ask the caller to call you back if the call goes awry.
9. Thank each caller for calling.
10. Tell the caller assistance will be provided in his or her language if the caller does not speak English well.
11. Tell people if you do not know the answer and then refer them to someone who does.
12. Recognize you cannot satisfy every customer, but you can respect every customer and listen to their needs.



### Tips & Hints

- Customize the main line voice message – "Due to the number of calls we receive at the start of school, we may not be able to answer this call personally. Please leave your name, number and reason you are calling, and someone will get back to you within 24-48 hours. If this is an emergency, please call xxx-xxxx."
- Inform callers in your voicemail message that most calls are returned within 24-48 hours.

## Walk-ins and Visitors

**Purpose:** To provide consistency in face-to-face practices for school and district offices.

**Use:** As a reference when responsible for greeting walk-ins and visitors.

### GUIDELINES FOR WALK-INS & VISITORS:

1. Greet each walk-in or visitor immediately and if necessary, ask him or her to wait until you are done with the customer you are currently working with.
2. Let non-native speaking visitors know you will get them assistance in their language as soon as possible.
3. Thank all walk-ins and visitors for coming in and invite them back.
4. Tell people when you do not know the answer and then refer them to someone who does.



### Tips & Hints

- Memorize some basic Spanish phrases to ask Spanish-speaking customers to wait a moment or to let them know you will be getting them assistance in their language.
- Whenever possible during the busiest morning and afternoon times for calls and visitors, make sure there are two staff members at the front desk to provide service.
- Remember students are customers too.



**Cultural Responsiveness – Remember the iceberg!**



## Effective Communication

**Purpose:** To help you communicate more effectively with your customers.

**Use:** For reference when talking with customers in person or on the telephone.

### COMMUNICATION BEST PRACTICES:

#### Putting Callers on Hold:

1. Always ask callers if you may put them on hold.
2. Wait for a response.
3. Tell callers why they are being put on hold.
4. Give a time frame.

#### Transferring Calls:

1. Explain why the caller is being transferred and to whom.
2. Ask the caller if he or she minds being transferred.
3. Make sure someone is there to answer the call before you hang up.
4. Tell the person to whom you are transferring the call the caller's name and the nature of the call.



#### Tips and Hints

##### Body Language/Tone of Voice:

- Energy level is important – you lose about 30% of the energy over the phone, put extra energy in your voice or you may sound apathetic or hesitant.
- Establish rapport by adjusting your speaking rate to the customer's.
- Good body posture: sit-up straight, head-up or stand.
- Voice volume– you only need to project your voice one foot in front of the receiver
- Your voice is an instrument, vary -- tone, pace and volume!

##### E-mail:

- Write a meaningful subject line.
- Keep the message focused and readable.
- Identify yourself clearly.
- Proofread.
- Don't assume privacy.
- Check your inbox regularly.
- Don't send to the world.

## Difficult Customers

**Purpose:** To help you work through difficult situations with customers.

**Use:** For reference when dealing with upset or angry customers.

### STEPS FOR DEALING WITH DIFFICULT CUSTOMERS:

1. Let the customer vent and listen. Don't argue. Don't defend. Don't interrupt.
2. Avoid getting trapped in a negative filter by putting a label on the customer.
3. Express empathy to the customer.
4. Listen attentively and show you are listening.
5. Ask questions to help clarify your understanding of the concern.
6. Offer option and agree on a solution.
7. Thank the customer.
8. Take action and follow through, involving your principal or supervisor if necessary.



#### Tips and Hints

- Angry or upset customers want two things: to express their feelings, and then have their problem solved.
- Conflict isn't necessary to resolve a problem or situation. It shouldn't be about control – work together to solve the problem. Sometimes thinking outside the box gets better results.
- Use PBR – Pause Before Responding – to allow the customer to think for a moment and for you to gather your thoughts and composure before responding.
- Remember not to take it personally. Accept the customer's feelings.
- Practice stress relief techniques after difficult interactions.



## *Standards of Customer Service*

The Austin School District believes that a major component of ensuring high student achievement is establishing a school learning environment in which visitors feel welcomed and valued. When you — as a parent, visitor, school partner, or employee — interact with an AISD staff member, you can expect our very best in:

### *Courtesy and Respect*

- All customers will be treated with respect and dignity, regardless of cultural or ethnic identities.
- Each staff member will be courteous during all customer interactions.
- Each staff member will maintain the customer's confidentiality and privacy.
- Each staff member will communicate from a positive perspective.

### *Communication*

- Each staff member will acknowledge and greet customers upon their entrance into district facilities. If necessary, ask him or her to wait until you are done with the customer you are currently working with.
- Each staff member will answer the telephone within three rings, and in a friendly and helpful manner, using the name of the facility and the staff member's name. For example, "Casey Elementary. This is Mary Smith. How may I help you?"
- Each staff member will ensure that information provided to customers is accurate and consistent, even if it requires a call back.
- Each staff member will utilize active listening techniques in all customer interactions.
- When a staff member is out of the office for more than one business day, voicemail and email features will be used to provide information regarding their return and message options for the customer.

### *Responsiveness*

- Each staff member will personally assume the responsibility of assisting the customer or directing the customer to the appropriate person.
- Responses will be timely. Each staff member will return phone calls and emails within two business days. If a response cannot be provided in the allotted time, the customer will be notified and given an estimated time of response.
- If the staff member notices that the customer speaks a language other than English, a bilingual staff member will be located and asked to assist the customer.

### *Environment*

- Each staff member is responsible for creating an inviting, family-friendly environment in all district facilities.
- Staff members should wear their identification badges at all times.
- All facilities will be easy to navigate and signage will be visible and understandable.
- All facilities will post their office hours.
- All signage will be written in a positive manner or tone.
- All communications will be updated regularly.





edmodo

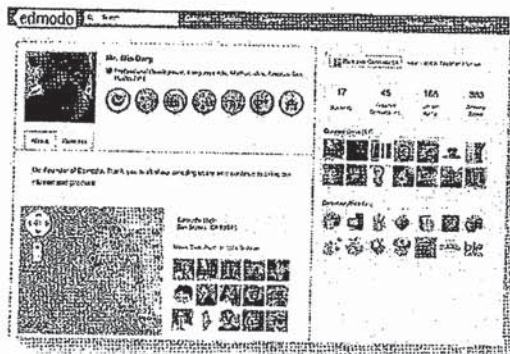
## Make your classroom a community

Edmodo provides classrooms a safe and easy way to connect and collaborate, offering a real-time platform to exchange ideas and share content, homework, grades and school notices. Best of all, it's free.

### Engage your students

Collaborate, exchange ideas and share content in a secure, closed environment.

- ▶ Provide a safe environment for differentiating instruction with one-to-one or whole group communication.
- ▶ Create an anytime, anywhere mobile learning environment with smartphone apps and mobile site.
- ▶ Provide easy access to projects, classwork and school events through assignments, quizzes, calendar and gradebook features.



### Connect with your peers

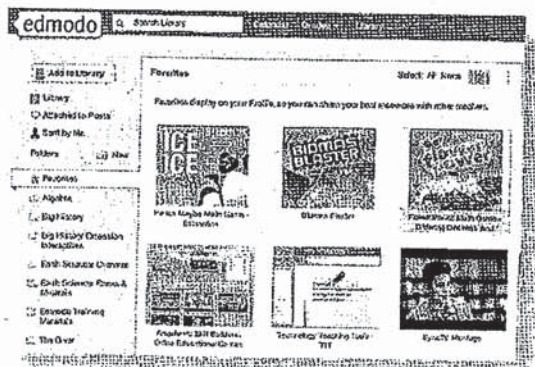
Edmodo Communities instantly connect teachers to a global network of educators.

- ▶ Participate in Subject Area and Partner Communities to extend professional development experiences and promote lifelong learning.
- ▶ Share your successes, interests, and career achievements with your personal profile URL.
- ▶ Expand your Professional Learning Network (PLN).

### Share and store content

Store and manage documents in a wide range of file formats in a cloud-based environment.

- ▶ Create and manage your personal content library, including the best content you've discovered, shared and received.
- ▶ Share all content for a unit of study through library folder-sharing.
- ▶ Allow students to access the content they need immediately via their Edmodo 'Backpack'.



Learn more at [www.edmodo.com](http://www.edmodo.com)







**School/Home Communication:  
Using Technology to Enhance  
Parental Involvement**

A Project for the Illinois Century Network and Governor Rod R. Blagojevich

Center for the Study of Education Policy  
College of Education, Illinois State University  
Normal, Illinois

January, 2004

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**Study Highlights/Abstract**  
**School/Home Communication:**  
**Using Technology to Enhance Parent Involvement**

- **Access to the Internet:** 97 percent of Illinois schools are connected to the Internet, while 53 percent of Illinois households had a computer and 47 percent of Illinois households used the Internet at home in 2001.
- **Availability of Technology:** According to technology representatives, e-mail is available in approximately three quarters of schools; voice mail in every classroom or faculty office in one third of schools; and interactive web pages for parents to access student information in one quarter of schools.
- **Availability of School/Home Applications:** Specific school/home applications are less available to schools than the technology itself, although availability varies by type of academic information. In general, e-mail applications are more available than web-based systems technical applications.
- **Teacher Use of Web or E-mail for Communicating with Families:** Approximately one quarter of teachers use technology to communicate some type of academic information to parents. Percentages vary by technology application.
- **Concerns:** Costs, time, and data privacy were concerns across all four groups: parents, teachers, principals, and technology representatives. Parent access was a concern of parents, teachers, and principals.
- **Cost:** Cost estimates for implementing various options are presented in the study. Cost considerations go beyond technology infrastructure and support: Nearly 74 percent of Illinois school districts were in deficit in 2002, and the number is expected to be 80 percent by the end of 2003-2004 school year.
- **Digital divide:** Digital-divide concerns were expressed by parents, teachers, principals, and technology representatives.
- **Recommendations:**
  1. Improved school/home communication would benefit students, their families and schools; however, multiple communication methods and formats are needed to meet the varying capacities and communication needs of Illinois families.
  2. Illinois can promote cost-effective solutions that build upon the variety of existing student information systems, parent communication tools, and grading systems already in place rather than mandating a one-size-fits-all system. The State should seek to provide communication solutions that meet interoperability standards and are compatible with as many current school communication systems and vendor products as is feasible.
  3. Illinois should make use of the existing Illinois Century Network (ICN) infrastructure to provide a menu of support services from which schools may selectively choose based upon their priorities, capacity, and needs. Steps toward implementation include assuring a basic level of access and capacity for all schools; providing services to support the activities for which technology is most useful to increase parental involvement; and helping schools share best practices related to school/home communication.
  4. State-sponsored school/home communication initiatives must recognize the current financial constraints under which Illinois schools are operating. To address cost issues, the state could provide financial support through targeted grants tied to specific goals that seek to increase the frequency of school/home communications from current levels.
  5. School/home initiatives will need to address issues related to personnel time for training and implementing school/home communication systems. Support will be required for schools to train



personnel and parents in order to accomplish reasonable goals to increase the frequency and extent of school/home communication.

6. In collaboration with parents and families, schools should establish policies and practices that establish a framework for school/home communication related to student academic performance and development to ensure consistent expectations. Explicit policy goals would also help schools identify budget priorities.
7. Any new statewide program/initiative must recognize the cultural and economic differences in the schools and homes across the state and the potential for technology to widen the digital divide rather than close it unless steps are taken to address this issue.

## Parent Community Communication/Cultivation Plan

The parent community may be the most important component of a marketing plan. Parents need to be cultivated and brought to understand the critical role they play in the school's reputation. Part of that cultivation must be including them in appropriate decision-making, involving them in the life of the school (worship, assemblies, chaperoning) and honoring them in front of the students. There should be distinct strategies for parents in the following areas:

**Communications:** Parents should be able to articulate the school mission/message. Through school newsletters, emails, and your website, keep parents aware of the good things going on at your school so that they can share the information with others. Also, inform them of crisis procedures so that they have confidence in your ability to keep children safe.

**Recruitment:** Parents can act as liaisons with parishes, schools and communities to spread the word about your school. As members of those communities, they can tell you who may be interested in your school. Parents may be willing to host events to help recruit from their community.

**Social events:** School social events provide an opportunity for parents to bond with the school and to network with each other. These events help parents feel connected to the school and part of a family.

**Special interest opportunities:** Parents have an opportunity to deepen their connection to your school through behind-the-scenes involvement in athletics, fine arts, fundraising and service. Encourage parent participation in these activities.

**School administration:** Involve parents in ad hoc committees, school boards, and as consultants. Parents like to share their talents and this strengthens their connection to the school.

## Employee Communication Plan

Too often, it is assumed that employees have accurate information and will make appropriate comments to others. Employees are probably the second most influential group (behind parents) in determining a school's reputation. There should be a clear strategy to keep employees informed about both the daily workings of the school and about those extraordinary events that are prone to misinformation and exaggeration. Elements of this component include:

- Regularly scheduled employee meetings to discuss the state of the school. At least once a semester employees should be updated on the overall financial situation, recruitment initiatives, program changes and capital improvements planned. Allow time for questions.
- Any crisis in the school community should trigger a same-day meeting with all employees. Facts should be presented and a written statement regarding the situation should be distributed.
- Copies of all communications that are distributed to other constituencies should be placed in each employee's mailbox.
- An annual, all-staff meeting should be dedicated to that year's recruitment program. A primary focus of this meeting is a discussion of the role employees have with recruitment.
- The staff should be encouraged to engage in community activities where they serve as a representative of the school. This might mean time out of class to judge a science fair at a nearby school, run a journalism workshop or host a one-day retreat for a feeder school.



9415 West Forest Home Avenue, Suite 302 Hales Corners, WI 53130  
Phone (414) 529-3366 ■ E-mail: [info@meitler.com](mailto:info@meitler.com) ■ [www.meitler.com](http://www.meitler.com)



## Student Communication Plan

Students are often effective ambassadors for a school. As active members of their community and parish, students play a large role in the reputation of the school. They represent the mission of a school in the most significant way – they are an example of the difference your school can make in the life of a child. Without appropriate training and oversight, however, they could convey an inappropriate message.

- **Communications:** Prospective parents and students often ask current students about their school and what they like about the school. Students should know about the highlights of their school and what makes their school appealing. This topic should be addressed regularly and consistently during school assemblies and during announcements over the public address system. In order for students to accurately articulate the school mission/message, they must be instructed in appropriate language and length.
- **Recruitment:** A select group of students should be trained to formally articulate the mission of the school and the good things that go on at your school. These ambassadors should be utilized as:
  - Tour guides at open house
  - Hosts for students who want to spend a day at your school
  - Presenters at public events
  - Recruiters who can help identify students who may be interested in your school
  - Mentors for younger students to help with retention
- **Community Relations:** Encourage your students to be involved in their community and parish. Students can help build the relationship between your school and the community/parish. During Catholic schools week, students can be effective communicators in the parish and community about what Catholic education has meant to them.
  - Prepare students to speak to parishioners at Sunday mass about the value of Catholic education
  - Solicit students to write letters of thanks to supporters of the school
  - Train students to be lectors or cantors in their local parish
  - Develop a service program that encourages participation in community activities



## Co-curricular (coaches/advisors) Communication Plan

All co-curricular activities, whether athletic, performing or special interest groups, should be able to express their purpose in terms that relate to the mission of the school. We don't play football to simply win a game and cheer. It must be an integral part of each student-athlete's education or we are wasting time and money. Similarly, we don't collect stamps or perform on stage only because students are interested. There must be lessons learned and ideals maintained. The activity must be conducted in the context of the graduation guidelines of your school. Using your co-curricular program as a marketing tool works best when parents see it as a part of the unique education of your school.

High schools have more opportunities to use co-curricular activities for recruiting and marketing purposes than elementary schools. However, since many people in the general populace only know a school through its co-curricular program, both levels of schools should pay attention to this popular area. High school athletics are a regular feature of local news agencies. Activities such as debate, academic competitions and service projects are also featured on the news. Elementary school students can be featured doing service projects. Specific guidelines should be established in the following areas:

- Coaches and advisors of competitive groups should be trained in specific responsibilities related to the promotion of their programs and, consequently, the school.
  - Understanding, believing in and promoting the connection of the program to the mission of the school.
  - Reporting scores, awards and activities to news media and school office
  - Making appropriate responses to media inquiries, including interviews
  - Providing updated information for the school website
  - Providing updated information to the Admissions Office
- Summer camp activities should be encouraged. A coordinated summer program for students with athletic camps, musical theater camp, art workshops, technology classes, etc., provide opportunities to expose students and their parents to the school culture and expand the database for the Admissions Office. Here, again, the relationship between the activity and the school's mission should be expressed.
- High schools should invite feeder schools to activities throughout the school year. Elementary school athletic teams could be invited to attend a game at the high school (announce their presence), schools could be invited to appropriate concerts or plays, or elementary school teachers could be invited to staff development activities.
- Parish elementary schools should regularly post photos of student activities in the lobby of the church and insert as many items as allowed into the weekly parish bulletin.



9415 West Forest Home Avenue, Suite 302 Hales Corners, WI 53130  
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# **Parent and Family Involvement:** A Guide to Effective Parent, Family, and Community Involvement in North Carolina Schools

*New! Toolkit Inside*  
**2<sup>nd</sup> Edition**



Public Schools of North Carolina  
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# National Standards for **Family-School Partnerships**



What parents, schools, and communities  
can do together to support student success.

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## **National Standards for Parent/Family Involvement Programs**

**Developed by National PTA**

Over 30 years' research has proven beyond dispute the positive connection between parent involvement and student success. Effectively engaging parents and families in the education of their children has the potential to be far more transformational than any other type of education reform.

The National PTA's National Standards for Parent/Family Involvement Programs and their quality indicators are research-based and grounded in both sound philosophy and practical experience.

The purpose for the standards is threefold:

1. To promote meaningful parent and family participation;
2. To raise awareness regarding the components of effective programs;
3. To provide guidelines for schools that wish to improve their programs.

The program standards are guidelines for leaders of institutions with programs serving parents and families. Therefore, the intended audience includes principals, administrators, educators, and parents who are in positions to influence and improve parent involvement programs. When the standards are used as guidelines, they can direct leaders as they move from discussion to action in developing dynamic programs to improve student achievement through parent involvement. As with any effective long-term reform, the overall integration and implementation of standards should be based on local needs and circumstances.

**The National PTA National Standards are:**

**Standard I: Communicating** - Communication between home and school is regular, two-way, and meaningful.

**Standard II: Parenting** - Parenting skills are promoted and supported.

**Standard III: Student Learning** - Parents play an integral role in assisting student learning.

**Standard IV: Volunteering** - Parents are welcome in the school, and their support and assistance are sought.

**Standard V: School Decision Making and Advocacy** - Parents are full partners in the decisions that affect children and families.

**Standard VI: Collaborating with Community** - Community resources are used to strengthen schools, families, and student learning.

**A model for all to follow** – If imitation is the best form of flattery, then perhaps the greatest compliment given to National PTA so far came in May 2000. National PTA participated in the Comprehensive School Reform Demonstration panel of experts to review the parent/community involvement components of 12 of the most popular school reform models being used throughout the country. All of the models were reviewed against National PTA's National Standards for Parent/Family Involvement Programs.

For more information and complete descriptions of each National Standard, please visit National PTA's website at <http://www.pta.org/parentinvolvement/standards/index.asp>.

# A New Way of Leading

Building family-school partnerships for student success

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

**Finding 3: All families can contribute to their children's success.** Family involvement improves student success, regardless of race/ethnicity, class, or parents' level of education. For involvement to happen, however, principals, teachers, and parents themselves must believe that all parents can contribute to their children's success in school. Parents can promote their children's academic success by



- ✦ Teaching their children the importance of education.

- ✦ Finding out what their children are expected to know and to be able to do and reinforcing lessons at home.

- ✦ Sending their children to school ready to learn every day.

Principals and teachers must support parent involvement by

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

**Finding 4: Community organizing gets results.**

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

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



**Finding 1: Involvement programs that link to learning improve student achievement.**

It's simple: The more parent and community involvement activities focus on improving student learning, the more student learning improves. Learning-focused involvement activities may include

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

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

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



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

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

## PTA's National Standards for Family-School Partnerships

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

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

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

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

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

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

For more information about the National Standards and PTA programs that promote family-school partnerships, visit [www.pta.org](http://www.pta.org).

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every child. every voice.



## Community Outreach Subcommittee

*To reach out to non-profit organizations; to determine how the school system can better support non-profit businesses; to work collaboratively to better engage non-profits.*

### Co-Chairs:

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Gwen Watson

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George Brown  
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Marsha Levy  
Dawn Read  
Nancy Rogan  
Julie Southern  
Cathie Starkey  
Tami Taylor

# ONE MINUTE SURVEY

The Parent Community Involvement Task Force (PCITF) would like to know how you heard about tonight's Parent Forum at Coconut Creek High School.

Please check all that apply.

- Email from a friend
- Email from the school
- Facebook
- Flyer sent home from the school
- Flyer from school football game
- Newspaper ad
- ParentLink (Robocall)
- Phone call from a friend
- Twitter
- Word of Mouth
- Other \_\_\_\_\_



We received 36 "One Minute Surveys" back from last Thursday's Parent Forum at Coconut Creek High, indicating how respondents heard about the forum. Some checked off more than one box. Here are the results:

• Email from a friend	2
• Email from the school	12
• Facebook	1
• Flyer sent home from the school	1
• Flyer from school football game	0
• Newspaper ad	0
• ParentLink (Robocall)	9
• Phone call from a friend	1
• Twitter	0
• Word of Mouth	2
• Other	19

Here is what people who checked "other" wrote (verbatim):

- BCPS website
- Business Partner
- DAC Website Google Group
- Email from Charles Webster
- Just Know
- Nora Rupert @ DBHS zone meeting
- North Area (steering committee member)
- Phone call
- Phone call from forum committee (PCITF)
- Phone call from school (x3)
- Phone call from Middle School
- Principal
- SAC meeting
- S.B. (School Board)
- School Contact
- Sun Sentinel Article
- Websearch

Thank you to Beatrice Esdelle who tallied these at the forum.

I also received one comment card from an exiting attendee, which stated: "At sign in, ask for our email addresses so you can reach out to us again, invite to future forums and/or encourage further involvement."



BUSINESS  
OUTREACH  
SUBCOMMITTEE



## **BUSINESS SUBCOMMITTEE REPORT**

### **FINDINGS & RECOMMENDATIONS**

The Business Subcommittee created a two-pronged goal for these recommendations:

1. Find new ways to generate funds, either through the Partners In Education (PIE) Model or Advertising Models
2. Explore avenues to promote business mentorships and hands-on learning opportunities for Broward students

The subcommittee began meeting in June 2011 and continued to meet on a regular basis through December 2011. Research discussed at these meetings was gathered in the following ways:

1. Each subcommittee member was given a questionnaire and assigned present school liaisons at schools with successful Partners In Education programs to interview
2. Each subcommittee member was given a questionnaire and assigned present successful Partners in Education to interview
3. Present Partners in Education were invited to both the Middle and High School Forums and met in their own room with a moderator
4. A Business Forum was held at Pier 66 in December 2011 with members of the business community as well as Broward County Public Schools' Employees
5. The subcommittee met with Nina Randall from the Partners In Education Program on several occasions
6. The subcommittee met with Janet DelPinal from the Advertising Department

Below are the findings based on the research and the associated recommendations:

#### **FINDING 1**

Present partners noted that it is sometimes difficult to become a Partner in Education. Some partners commented that they are partners with more than one school and, at each school, the procedure to join is completely different. Some schools make a verbal agreement with partners and do not place any requirements on them, allowing some to simply distribute coupons to the students. Other schools have a very formal process in

place and a list of partnership levels that they expect the partner to meet. Others require partnership activities to tie into a curriculum plan in place at the school, whether the contributions be monetary, in-kind donations or volunteer hours. In return, the school spells out how the partner will be thanked, whether it is a banner, inclusion of handouts in Thursday folders, etc. And there are still other schools that do not utilize the PIE program at their campus and do not make potential partners feel welcome.

In addition, partners noted some frustration with the STAR system and the Superintendent's Screening Committee. Businesses have a limited amount of time available to donate to the schools, and the screening systems in place can make them feel unwelcome and work as a deterrent to starting a relationship with Broward County Public Schools.

Another common theme heard from business partners was that they didn't feel the clubs and other groups at their schools knew what companies were partners so that they could be called on to bid on uniforms, family nights, and other products needed by the schools. While they often felt they were adequately thanked in terms of getting their name out to parents and students, they did not feel that staff at the schools knew who their partners were.

### **RECOMMENDATIONS BASED ON FINDING 1**

- Create a clear definition of a Partner in Education so that both partners and schools know what is expected and it is a mutually beneficial relationship. Give schools the opportunity to tweak the definition to fit the specific needs of the school and the community in which it is located. Ensure that partners are not being given the title without donating more than coupons, and ensure that schools are actively thanking their partners by creating a checklist of approved ways they can publicly acknowledge them.
- Streamline entry into the program so that it has a more consistent look and implementation from school to school. Make it more uniform so that it is easier to partner with multiple schools while still allowing individual schools that have successful PIE programs the flexibility to continue working within their own models.
- Review the process used by the Superintendent's Screening Committee to see if it is too stringent to use with the PIE program.
- Make the PIE program mandatory at each school, with it becoming part of the principal's evaluation. While the principal will not generally run the program, it



should be part of their job description to assign a partner liaison who will be diligent in finding and utilizing partners.

- Work with the schools to make businesses feel more welcome from the moment they step in the door. Create ease of entry and make it easier to get approved through the STAR system for partners. Also, encourage schools to make it easier for partners to attend partner breakfasts, SAC meetings, etc. by having the meetings at the same time on the same day each month or quarter. School staff should be respectful of the time business partners are donating when they attend these meetings. Establish "open" hours where potential partners can enter the school and meet with someone. If they enter at other times, have a simple handout ready to give potential partners so they feel welcome and know when they can come back and speak with administration. The handout can also describe what it means to be a partner. Provide customer service/public relations training for those tasked with greeting those who enter the school.
- Require each school to expand their SAC meetings to include business groups.
- Consider having schools hold a meeting for potential partners each summer, when they'll have time to really spend with the partners and review the program.
- Make schools have more of a community feel so that businesses can find their local schools quickly and come to see them as part of the community. Possibly have weekend events that local businesses can attend or lease space for community weekend events.
- Study the i-zone model - presently used in the Taravella i-zone - to encourage schools to share local partners and make it easier for partners to join the program while attending less meetings and reaching more schools.
- Create mentorship programs where schools with successful PIE programs mentor schools that have not been as successful.
- Consider partnering technical schools with traditional schools since their needs are different and they may be looking at the same partners.
- Encourage schools to support their partners by planning nights out at partners' businesses and utilizing the talents of the school. For example, have the band play or have students decorate the business' windows, etc., to attract more families.
- Encourage schools to find ways to bring their partners in as speakers.

- Mandate that liaisons distribute a list of approved partners to all school employees and request clubs and other groups start with present partners when looking for vendors.

### **FINDING 2**

The present PIE list kept by Broward County Public Schools is not current. Many of the businesses listed are no longer active business partners. In addition, many schools fail to return the end-of-year survey sent to their liaisons to help update the list. And, even if all of the surveys were returned, there is only one full-time employee at Broward County Public Schools working on the list and the PIE program overall.

Also, the materials distributed from the PIE office are cumbersome and not reader-friendly. They do not seem to be distributed to partners at the school level by school liaisons who sometimes create their own packets or flyers to distribute.

### **RECOMMENDATIONS BASED ON FINDING 2**

- Mandate that each school answer the PIE end-of-year survey, including it in the principal's evaluation.
- Create simple, user-friendly handouts to give potential partners explaining the program in a nutshell, without all the legal jargon.
- Hire additional people to work at Broward County Public Schools on the PIE program and in the advertising department if it can be shown that their jobs will be financially justified by the amount of money they can generate for the district.

### **FINDING 3**

There are very few opportunities for mentoring/internships offered via the PIE program at the present time. Partners interviewed said they would be willing to look into mentorship opportunities, and the manufacturing industry, in particular, approached the Task Force at a Community Forum looking for a way into Broward County Public Schools with a mentoring program.



### **RECOMMENDATIONS BASED ON FINDING 3**

- Mandate a mentorship/internship program be part of the PIE program.
- Broward Schools should actively partner with the individual cities and their Chambers to find businesses interested in becoming mentors.
- Sell naming rights at local schools and on busses, etc., to create new streams of revenue for schools.

### **FINDING 4**

Companies that are not presently partnered with Broward County Public Schools often do not know how to approach their local schools or anyone at the district level. In many cases, they do not know that a partnership program is already in place for them to join.

### **RECOMMENDATION BASED ON FINDING 4**

- Create a button for use on partners' web sites that basically says: "We're a Partner with Broward Schools. Click here to become a Partner too."
- Find ways to utilize all the television production facilities available to Broward County Public Schools and create "commercials" specifically for the PIE program. Ask local stations if they can run them as PSAs. Then ask partners to either add a tag for the PIE program to their own advertisements or to help find free airtime from stations they work with to run the PIE ads.
- Schools should create individualized wish lists and put them out to the community businesses. These wish lists should highlight any programs that are unique to the school that may help create unique partnership opportunities. Have schools put their wish list on their web sites so that it's easy for partners and potential partners to see what the school needs.
- Ask the county to insert information about the PIE program in occupational license renewals. Also, see if it is possible to get the list of businesses that they have in the occupational license office to send mailers.
- Talk to vendors at college fairs about the PIE program. Give potential partners opportunities to participate/show their products at school events.

## **Business Outreach Subcommittee**

*To reach out to local businesses to determine their interests regarding schools; to determine how the school system can better support local businesses and the type of information they need from us relative to education issues; to work collaboratively to better engage businesses.*

### **Co-Chairs:**

Andrea Lubell  
Elisa Wolfe

### **Committee Members:**

Cora Brown  
Shedrick Dukes  
Margaret Ferguson  
LaRae Floyd  
Joseph Goldner  
Amy Grube  
Gary Plancher  
Luis Roman  
Rudy Singh  
Jose Vazquez  
Edward Wilcox



BROWARD COUNTY PUBLIC SCHOOLS  
PARENT/COMMUNITY INVOLVEMENT TASK FORCE

CORDIALLY INVITES YOU TO OUR

# BUSINESS FORUM

- DO YOU HAVE A BUSINESS PARTNERSHIP WITH OUR DISTRICT, OR WOULD YOU LIKE TO?
- DO BROWARD COUNTY PUBLIC SCHOOLS MEET THE NEEDS OF BUSINESSES AND THEIR EMPLOYEES?
- HOW CAN WE WORK TOGETHER MORE EFFECTIVELY TO ENHANCE STUDENT ACHIEVEMENT AND CAREER OPPORTUNITIES?

JOIN US AND SHARE YOUR VIEWS

Opening Remarks by Superintendent Robert Runcie

Guest Speaker

Jordan Zimmerman, Chairman, Zimmerman Advertising



**DATE:** WEDNESDAY, DECEMBER 7, 2011

**TIME:** 6:30pm – 8:00pm

**PLACE:** Hyatt Regency Pier 66 - Crystal Ballroom  
2301 S.E. 17<sup>th</sup> Street Causeway  
Fort Lauderdale, FL 33316

Holiday treats and soft beverages will be served

Please R.S.V.P. to [pcitfbrowardschools@gmail.com](mailto:pcitfbrowardschools@gmail.com) at your earliest convenience.

We're welcoming all businesses, large or small, to be a part of this special evening.

Space is limited.

Our thanks to LXR Luxury Resorts and Pier 66 for hosting this event.

**Business Outreach Forum  
Parent Community Involvement Task Force  
Broward County Public Schools  
Hyatt Regency Pier 66 – Crystal Ballroom**

**December 7, 2011**

- |      |                        |  |
|------|------------------------|--|
| I.   | Introductions          | Mary Fertig<br>Chair, PCITF  |
|      |                        | Laurie Rich Levinson<br>Vice Chair, School Board of Broward County |
| II.  | Opening Remarks        | Robert Runcie, Superintendent<br>School Board of Broward County    |
| III. | Partnership Highlights | Jordan Zimmerman<br>Founder and Chairman, Zimmerman Advertising    |
| IV.  | Discussion Groups      |  |
| V.   | Wrap-up                |  |
| VI.  | Closing Remarks        | Andrea Lubell<br>Co-Chair, Business Outreach Subcommittee          |
|      |                        | Elisa Wolfe<br>Co-Chair, Business Outreach Subcommittee            |

***Our thanks to LXR Luxury Resorts and Pier 66 for hosting this event.***



<b>Last Name</b>	<b>Name</b>	<b>Table</b>	<b>Business</b>
BARNETT	Cheryl A. Barnett	1	American Express
BATTISTELLA	Dennis Battistella	2	SFMA
BERNARD-BASTIEN	Sandra Bernard-Bastien	3	The Children's Services Council of Broward County
BOEGLI	Bob Boegli	9	
BONILLA	Laurie Bonilla	2	Papa Johns
BOSTIC	Stan Bostic	2	Rick Case Automotive
BOYD	Susan Boyd	2	Barnes & Noble
BUTLER	Tina Butler	9	
CAPUTO	Alexis Caputo	3	Project Witness
CARTER	Linda Carter	3	Community Foundation
CHESSER	Sam Chesser	1	Bright Star Credit Union
COBO	Joseph Cobo	2	Broward Education Foundation
COHEN	Jeremy Cohen	2	
CRAWFORD	Bob Crawford	9	
CURTIN	Tim Curtin	4	Memorial Health Care
DISEKER	Sue Diseker	7	Boca Vox
EDELSON	John Edelson	5	Vocabulary Spelling City
ELLIS	Bill Ellis	1	Pirtle Construction Company
FOULKES	Roland Foulkes	3	Diversity
GORSUCH	Kim Gorsuch	3	Circuit 17 Community Development
GREAVES	Latrinsha Greaves	3	Nova Middle School
GREEN	George E. Green	1	Johnson Controls, Inc.
HENN	Peter Henn	1	LXR Luxury Resorts and Pier 66
HILL	Steve Hill	6	Pratt Financial Group
HOUSER	Marcy Houser	9	
JACKSON	Renthia Jackson	4	Coventry Healthcare
JAMESON	Jorene Jameson	3	Broward Education Foundation
JOHNSON	Charles Johnson	4	American Express
JOHNSON	Michelle Johnson	7	Conventry
JOHNSON	Jeanette Johnson	9	
JONES	Shevrin Jones	5	
KISSINGER	Paul Kissinger	2	EDSA
KNIGHT	Rosamond Knight	8	Roz Specialities
KRAUSE	Roy Krause	4	
KRAUSE	Kathryn Krause	8	
KWAK	Hollie Kwak	7	
LEIBOWICH	Roca Leibowich	6	Boca Vox
LEVY	Alan J. Levy	1	
MAHECHA	Sandra Mahecha	7	CitiBank
MAJZLIN	Jerome Majzlin	7	Broward Days
MARCUS	David L. Marcus	7	Arthur J. Gallagher Risk Management Services, Inc.
MCCALLA	Roberto McCalla	6	Sheldon Partners
MCDADE	Felicia A. McDade	6	Johnson Controls
MCLAIN	Ryan McLain	6	AXA Advisors, LLC
MEISTER	Sue Meister	8	Signs by Tomorrow
MOODY	Denise Moody	6	BJ's
NOEL	Legere Noel	5	Old Dillard Museum
OWENS	Ron Owens	2	Church's Chicken

OWENS	Catherin Kim Owens	8	Church's Chicken
PRATT	Tom Pratt	4	Pratt Financial Group
PULERI	Chuck Puleri	4	Herff Jones
RANDALL	Nina Randall	9	
ROBINOVITZ	Jason Robinovitz	5	Scores The Top
ROSENTHAL	Alex Rosenthal	8	Reimer and Rosenthal
SABAT	Jose Sabat	8	Boca Vox
SAITO	Drew Saito	4	CNL Bank
SANON	Newton Sanon	8	OIC of Broward County
SCHROEDER	Leslie Schroeder	3	Old Davie School
SHAPIRO	Jay Shapiro	7	Jay Shapiro
SILITSKY	Paul Silitsky	6	Quest Executive Search
SMITH	Warren Smith	5	After School Programs, Inc.
SOLOMON	Ira Solomon	5	West Coast Connections
STEPHENS	Dean Stephens	4	Boca Vox
VAYDA	Greg Vayda	1	FPL
YASENKA	Rob Yasenka & His Company	5	Engaged Learning Solutions
ZACCONE	Louis Zaccone	1	Trane Florida
ZIMMERMAN	Jordan Zimmerman	1	Zimmerman Advertising



## **Format for Forums**

### **The Task Force Held Forums by Topic**

High School Forum – Each High School was encouraged to send at least six representatives.

Middle School Forum – Each Middle School was encouraged to send at least six representatives.

Non Profit Forum – Invitations were sent to non-profits who work with the District and some who do not.

Business Forum – Invitations were sent to business on our partnership list, chambers, and others.

Municipal Forum – Invitations were sent to every city, mayor, commissioners, city managers , and educational advisory boards.

### **Except for the Municipal Forum, the meeting format was**

- I. Meet convened in library or cafeteria
- II. Welcome the participants and explain the purpose of the PCITF and the Forum
- III. Break into small groups by topic
- IV. Participants in small groups respond to both written questionnaires and discussion questions.

**At the end of the evening, each facilitator is requested to prepare a summary of their group's discussion.**

**POSSIBLE SUBGROUPS TO BREAK INTO:**

1. PRESENT PARTNERS IN EDUCATION - CONSIDERED LARGER COMPANIES  
- WHAT IS THE CUTOFF FOR THIS DESIGNATION?
2. PRESENT PARTNERS IN EDUCATION CONSIDERED SMALLER  
BUSINESSES?
3. COMPANIES THAT ARE NOT PRESENTLY PARTNERS
4. PRESENT PARTNERS WHO HAVE 1-3 SCHOOLS
5. PRESENT PARTNERS WITH OVER 3 SCHOOLS
6. PARTNERS WHO HAVE BEEN IN THE PROGRAM FOR UNDER 5 YEARS
7. PARTNERS WHO HAVE BEEN IN THE PROGRAM FOR 5 OR MORE YEARS



# Questions for Group Discussions

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**SURVEY QUESTIONS FOR BUSINESSES THAT PRESENTLY HAVE  
PARTNERSHIPS WITH BROWARD COUNTY PUBLIC SCHOOLS**

1. What is your title?
2. Are you the contact person for all of your company's school partnerships?
3. How many schools in Broward County are you presently partnered with?
4. How long has your company been a PIE?
5. How was your company originally recruited by the PIE program?
6. Do you have a budgeted amount of donations or time to contribute each year?
7. Did you or your employees personally volunteer at the school(s)?

If you answered yes, does your company have a policy/practice of encouraging employees to volunteer?

Is it the same for exempt and non-exempt employees?

8. What is the title of the contact person you speak with at the school(s)?
9. How often do you communicate with the school's liaison? Is most of the contact in person, on the phone, or via e-mail?
10. In what ways does the school publicly thank/acknowledge your contributions? Do you think it's enough, or would you like to see a formal plan put in place so that you would receive specific acknowledgements and promotion opportunities based on the level of donations you make (either based on the amount of time or funds)?
11. Would your company want to mentor or offer internships to our students?
12. Would you be interested in paid advertising opportunities with the School Board?
13. What could be done at the district or school level to improve your partnership experience?

**Please return to moderator or email to [pcitfbrowardschools@gmail.com](mailto:pcitfbrowardschools@gmail.com).**



## Discussion Groups

Please distribute paper with single question (attached.)

Ask participants to complete.

This survey question will be collected after the discussion. Participants are requested to sign but only if they want to.

Distribute Discussion Questions. The group will have approximately 40 minutes to discuss these questions. Ask for a volunteer to record notes – or look for a task force member who can volunteer.

Please use a large piece of paper – in center of table – to record key points.

At the end of the meeting each group will have an opportunity to share their input.

Thank You!

## **DISCUSSION QUESTIONS**

DO YOU HAVE A BUSINESS PARTNERSHIP WITH BROWARD SCHOOLS OR WOULD YOU LIKE TO HAVE ONE?

HOW CAN WE WORK TOGETHER MORE EFFECTIVELY TO ENHANCE STUDENT ACHIEVEMENT AND CAREER OPPORTUNITIES?

DO BROWARD COUNTY PUBLIC SCHOOLS MEET THE NEEDS OF BUSINESSES AND THEIR EMPLOYEES?



## **For New Partners or Potential Additional Partnerships**

How would you specifically like to be involved with the District?

\_\_\_\_\_ Donations

\_\_\_\_\_ Sponsor an Event

\_\_\_\_\_ Mentoring

\_\_\_\_\_ Internships

\_\_\_\_\_ Curriculum

\_\_\_\_\_ Career Training

\_\_\_\_\_ Other (please explain)

**Business Forum**

**SURVEY QUESTIONS FOR COMPANIES THAT ARE NOT PRESENTLY PARTNERS**

1. What is your title?
2. Would you be the contact person for all of your company's school partnerships?
3. How many schools in Broward County do you think you would want to partner with?
4. Do you have a budgeted amount of donations or time to contribute each year?
5. Does your company have a policy/practice of encouraging employees to volunteer? Is it the same for exempt and non-exempt employees?
6. We want to make sure that partnering with our schools is as beneficial to your company as it is to our students. What ways would you like to be publicly thanked/acknowledged for your contributions? Starter suggestions include: banners, flyers sent home in backpacks/folders, a chance to speak at a function where parents are present.
7. Would your company want to mentor or offer internships to our students?
8. Would you be interested in paid advertising opportunities with the School Board? For example, sponsoring a cafeteria or putting your logo on lunch trays?
9. If you or your company have partnered with other school districts in the past, what did you like about the experience that you would like to see Broward schools incorporate?
10. Final suggestions.



# Summaries of Group Discussions

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Task Force Business Forum, Wednesday, December 7, 2011

Table 3, Linda Nestor

Notes:

Businesses go to school because they need customers and schools need businesses. There should be a mutually beneficial relationship.

When the relationship is established there should be feedback, data based on the partnership available to all the principals. Everyone needs access to the hard data.

The school system needs to change how they address the partners and the partnership relationship.

Schools have to "market" themselves, just like a business does.

There is too much "red tape" in the school system. Too many hoops to jump through, and the rules and regulations change as the partners more through the process of getting into the schools.

The culture of the schools needs to be changed.

Principals are key!!! If the Principal doesn't buy into the partnership, it never happens.

Businesses would like to work with the leadership team, mentor them.

Consistency in the schools. There is no consistency. Everyone needs to row in the same direction. The right hand has no idea what the left is doing.

There is no culture of reaching out to the business community.

There is a "my way or the highway" mentality.

The Partnership position in most schools was eliminated.

Principals don't reach out unless mandated, make it part of their assessment.

Broward school system needs a Public Relations Dept., there is no marketing going on. The system has a bad image and it needs to be fixed.

Some approved vendors can sell in the South Area but can't get into the North Area.

The District Administration should get volunteers to analyze the operation and get data on how to improve the system.

The business community would work with the schools if they were taken seriously and treated with respect. Schools should not just take the money and never contact the business again. Work throughout the year with the business, make it a true partnership. Don't ignore your partners once the check is



cash. Give them perks, i.e. banners, etc. Follow through. Keep the partnership long after the check is cashed.

There needs to be quality control within the school system...document your needs, have a directory, a data base, encourage matches, get the schools' needs met.

Background checks need to be completed in a more timely fashion. It takes too long to get approved volunteers into the schools.

Have a Community Liaison.

Enter into a compact; contract with the partners.

Communications need to be better.

## BUSINESS FORUM NOTES / DECEMBER 7, 2011

### PIER 66, CRYSTAL BALLROOM, TABLE 7

#### 1. Do you have a business partnership with Broward Schools?

- Of seven (7) participants at this table:
  - 2 indicated “yes,” 5 indicated “no.” The 5 who said “no” are interested in a partnership.

#### 2. How can we work together more effectively to enhance student achievement and career opportunities?

- To find qualified candidates for employment, get students excited about software programming courses, including gaming.
- Offer paid internships to students. When unpaid, the students may not meet the expectations of the organization.
- To increase incentives, tie the internship to grades (with the business partner part of the evaluation process).
- Be sensitive to time constraints on students. After a full day of school and after school programs, it is difficult to find the time for an internship.
- Invite a wellness business representative to discuss (in classrooms) how wellness and nutrition impacts the overall well-being of students. Physical transformation can positively impact academic performance, attention span.
- Teach real world finance. It is not in the current curriculum. Help develop students to become rational business people.
- Stop viewing technology as a distraction. Teachers should effectively use technology (i.e. texting homework assignment) to teach students how to properly use technology. Teachers should become educated on current technology.
- Business partners (i.e. museum) can have outreach programs for the schools to increase knowledge of history.
- Use businesses to encourage parent involvement.
- Offer cooperative work study programs? See what work study programs are currently available.



How can Broward County Public Schools meet the needs of businesses and their employees?

- The School Board should consider the working parent (i.e. single mother) when scheduling days off. One idea: Schedule substitute teachers during teacher planning days.
- Integrate new software technology into the school system.

## PCITF Business Forum

12/08/11

### DISCUSSION QUESTIONS

**1 Do you have a business partnership with Broward Schools or would you like to have one?**

- All but two have partnerships. The two that do not have been researching schools that they would like to approach about partnership.

**2 How can we work together more effectively to enhance student achievement and career opportunities?**

- Junior Achievement is funded by Broward County and many schools do not know anything about it or the resources that it can bring to them.
- The AP is usually the contact for the Partners. They have so many tasks assigned to them that it is difficult to approach them about partnering. Sometimes the high levels at the schools do not have the trust and/or desire to have someone come in with something new.
- Upper level management at the schools might need advice on how to manage their time so that they can meet with the partners.
- One of the businesses said that legally they cannot give out monetary/produce donations, but the employees can donate their time for mentoring, projects, etc..
- What are the principles looking for their students?
- It appears that the schools are more concerned about FCAT than everything else.
- Barnes and Noble would be glad to offer grant writing classes to teachers, administration, etc.
- School partners should have meetings and work together.
- NE High School had a landscape design class with approx. 300 students involved. They had this divided into four separate levels. It was working out great until the school had to combine some of the levels due to scheduling conflicts. It appeared that the Administration was not committed to this program. This landscape company has done landscaping all around the United States and abroad. It was very rewarding for them when they had students look up sites the company had worked at, were excited and wanted



to actually visit these places. This training could open up many opportunities for the students.

- It was suggested for the schools to have a representative in the Chamber of Commerce for the City in which they are located.

**3 Do Broward County Public Schools meet the needs of the businesses and their employees?**

- They enjoy the partnership and when they get recognition.
- (We spoke so much on #2 that there was not any time left for this question)

SCHOOL  
OUTREACH  
SUBCOMMITTEE



## School Outreach Subcommittee Report

The School Outreach Subcommittee, as a part of the larger Parent/Community Involvement Task Force, researched ways to increase parent and community involvement in our schools. The charge of the subcommittee was to reach out to parents, community members and teachers in the District's public schools to determine how the school system can best support greater involvement, to solicit effective models for successful parental and community engagement, and to engage parents and families to be actively involved with local schools. To achieve this end, the subcommittee used a variety of methods to gather information from stakeholders about the following: what schools do right, the barriers to parent/community engagement and recommendations to the school district to improve interaction and participation by parents and the community.

The subcommittee met twice monthly throughout the summer, fall and through January to design the methods for collecting and analyzing data from the school communities. The members developed a survey to ask parents, teachers and community members what they perceived as the available opportunities for volunteering and the barriers to volunteering. Members of the subcommittee also visited schools in November and December and spoke with parents about active involvement in the schools. In addition to the responses received on line, paper surveys were sent home in backpacks to all elementary school parents in the district. The returned surveys were then collected and redistributed to three high schools (Stoneman Douglas HS, Pompano Beach HS and Coral Glades HS) to have students in JROTC and Honor Society input the data on line. The students logged over 1000 hours of time posting survey information. Teacher surveys were made available on line. The School Outreach Subcommittee also conducted high school and middle school focus groups in September and November, gathering stakeholders together to talk about volunteering, parental involvement, what works, and what are the barriers. Finally, the full Parent and Community Involvement Task Force held public input meetings across the district to hear what the general public had to say regarding parental and community involvement at the district and school level.

While there is recognition that many schools do a good job in welcoming parents and community, there is also acknowledgement that vast improvement needs to be made in breaking down the barriers that prevent parents and community members from volunteering or becoming involved with their respective schools.

The following are common themes identified as barriers to involvement.

### Communication

1. Communication with teachers.
2. Communication between the school and the teacher.
3. Communication from the school to the parent.
4. Language barriers.
5. Lack of communication of opportunities for parental involvement.
6. Lack of easily accessible information about what is going in the school/area/district.
7. STAR/clearance system.

### Recommendations

1. Use of multiple methods of communication to reach the parents such as robocall, email, flyers sent home (where appropriate).
2. Improve the use of robocall by having the calls finish the notification process 48 hours in advance. This goes hand in hand with the recommendation of advance notice of activities at the school.
3. Train parents and teachers on the many ways to communicate with each other and the school. Conversely, train staff at schools in the many ways to communicate with parents and community.
4. Be aware of competing activities when planning big district events and school events in I-Zones.
5. Collect all communication data in the beginning of the year. This should include e-mail address and numbers for texting.



### Customer Service

1. Principals set the tone of the school. Many times if customer service and family engagement are important goals to the principal, then it is reflective in most school activities. If it is not a personal goal of the principal, that is also clearly apparent.
2. Front office demeanor.
3. Volunteers feeling that their efforts are valued.
4. Lack of follow through by school staff at every level.

### Recommendations

1. A real effort made from the District and Area level to make family engagement a top priority at the schools. All principals must begin to make their schools a welcoming environment to the community. Engagement opportunities need to be custom fit to the community. Using cultural ties, language accommodations and grade level customizing to show importance of involvement all the way from K-12.
2. Training: This is paramount for staff that is interacting with the public and with parents. The training in good customer service should be specific and mandatory to the job function. Training would be different for the front office staff than for assistant principals and teachers.
3. Share best practices and high interest parent events that have shown success
4. Honor your volunteers; make parents feel that their contributions are valued.

5. Survey the parents and community members for the skills they have that would enhance the education of students. Matching those who wish to volunteer or mentor with the proper volunteer opportunities allows the best utilization of the schools' volunteers.
6. If a principal, assistant principal, guidance counselor, teacher or staff member says they are going address an issue or obtain additional information on a topic for a parent or community member, then it is critical that the staff member does what he or she says they are going to do and get back to the parent or community member with information. This fosters an environment of trust, being valued and heard.

#### Other Noted Barriers and Recommendations

Some of the other noted barriers of parental and community engagement include but are not limited to the following:

1. The parent-teacher relationship: This is the most fundamental relationship in the school. Many factors provide barriers to this relationship that include language, parents' experiences, level of understanding, education, socioeconomic circumstances and culture. Both parents and teachers need training in fostering a collaborative relationship that benefits the student.
2. Existing parent volunteers: The survey and focus group discussions indicated a broad concern about the lack of welcome many parents receive from existing groups of parents such as booster club participants, PTA/PTO executive boards, existing advisory parents, etc. Many feel excluded by these parents because of the ease of already established working relationships. Oftentimes groups will collect names, emails and telephone numbers with a promise to call for volunteer opportunities and there is no follow through by the organizations. This sends a message that new parents are not wanted unless they have some connection to the volunteers already in place.
3. Lack of interest from parents, apathy.



4. Work: In this economy, it is often extremely hard for parents to take off work to volunteer. As referenced in the communication piece, those who are working and take some time to volunteer could do so if they had information on what opportunities were available both at school and at home. These opportunities must also be made available at times not generally associated with working hours.
5. Lack of childcare. On site babysitting can be arranged for evening events using local high school volunteers.
6. Mandatory volunteering requirements.

The subcommittee notes that both the qualitative and quantitative data from all the resources this subcommittee used to collect information shows that most of the concerns fall under either communication or customer service, and the theme that tied everything together was the recognition that the principals set the tone at their respective schools. Training the principals, the staff and the community as to the value and the why of parental and community engagement is important to much greater student success. Getting principals to buy-in will, in turn, help other areas to improve, and satisfaction from parents, students and the community will increase.

## School Outreach Subcommittee

*To reach out to local schools; to determine how the school system can better support local schools; to solicit ideas for effective models for parent/community involvement; to engage parents and local businesses to be actively involved with local schools.*

### Co-Chairs:

Jodi Klein  
Melodee Putt  
Maggie Zalamea

### Committee Members:

Pamela Aiken  
Michele Berg  
Janet Bravo  
Kristina Braziel  
Zayra Climes-Lenchus  
Annie Cohen-Coles  
Edwina Coleman  
Helen Cornelio  
Elena Dolinski de Montilla  
Beatrice Esdelle  
Delia Ford  
William Fousek  
Zulay Gayle-Mendoza  
Ruth Grasso  
Kathie Hagood  
Pamela Hasara  
Janet Holder  
Arlon Kennedy  
Lerrie Kennedy  
Mary Langton  
Janet Oswald  
Samy Pierre  
Heather Sykes



## PARENTS AND COMMUNITY . . . WE NEED YOUR HELP!

The #1 predictor of a child's success in school is parental involvement. Your public schools can use your help even **if only for one day** during the school year. Volunteer opportunities are available on a daily, weekly, monthly, quarterly, seasonal, semiannual and annual basis.

Please answer the following questions to help us determine how we can encourage your participation in your local public schools. **(Please do not complete more than one parent/community survey.)**

Do you have a child or children currently enrolled in public and/or private school in Broward County?  Yes  No  
If yes, please indicate which school or schools they attend. \_\_\_\_\_

Are you already a volunteer in Broward County Public Schools?  Yes  No

If yes, in what capacity? \_\_\_\_\_

How often?  Daily  Weekly  Monthly  Quarterly  Other \_\_\_\_\_

Is your principal supportive of parent or community involvement?  Yes  No  Don't know

If you are not yet a volunteer in Broward County Public Schools, please let us know what prevents your involvement so we can determine how to make it easier for you to participate. (Check all that apply.)

- |   |  |
|---|--|
| <input type="checkbox"/> Not familiar with volunteer opportunities.                                 | <input type="checkbox"/> Lack of access or inability to use technology (computer, cell phone). |
| <input type="checkbox"/> Lack of transportation.  | <input type="checkbox"/> Participation not encouraged by teachers/school staff.                |
| <input type="checkbox"/> Children in different schools with varying schedules.                      | <input type="checkbox"/> Lack of follow-up from the school.                                    |
| <input type="checkbox"/> Lack of childcare and/or single parent.                                    | <input type="checkbox"/> Difficulty with English/language barrier.                             |
| <input type="checkbox"/> Work/scheduling conflicts.   | <input type="checkbox"/> I don't think my opinion/feedback is valued or makes a difference.    |
| <input type="checkbox"/> Children are older and do not need my participation.                       | <input type="checkbox"/> Not interested.   |
| <input type="checkbox"/> Concerns about ability to contribute due to lack of education.             | <input type="checkbox"/> Dissatisfaction with the way public schools are operated.             |
| <input type="checkbox"/> Not receiving information about school events and volunteer opportunities. | <input type="checkbox"/> Other (please explain) _____  |

If we could find a way to work around your concerns/schedule, would you be willing to volunteer?  Yes  No

If yes, please indicate preference:  at home  at school

Please provide us with suggestions that would encourage increased participation in Broward County Public Schools.

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How would you like to receive communications from your school(s)?  phone  text  school website  e-mail  
 social media  flyer/kid's backpack  other: \_\_\_\_\_

Please complete the remainder of this survey so we can determine who we are reaching and where we still have work to do.

Gender  Male  Female

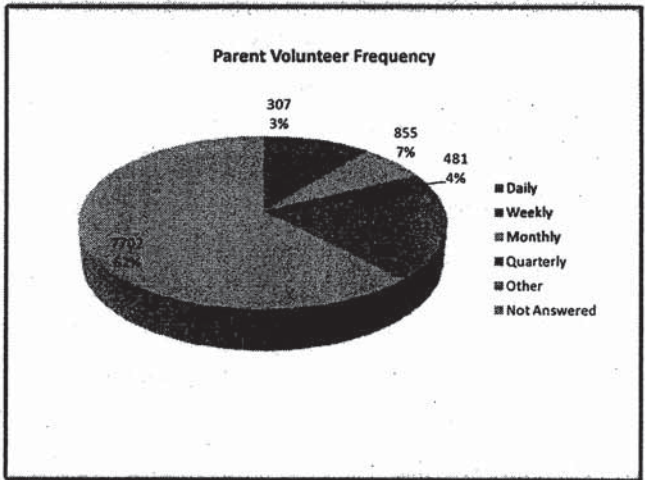
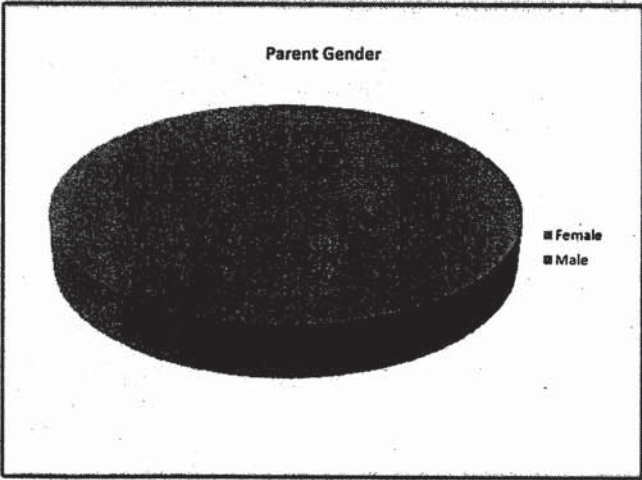
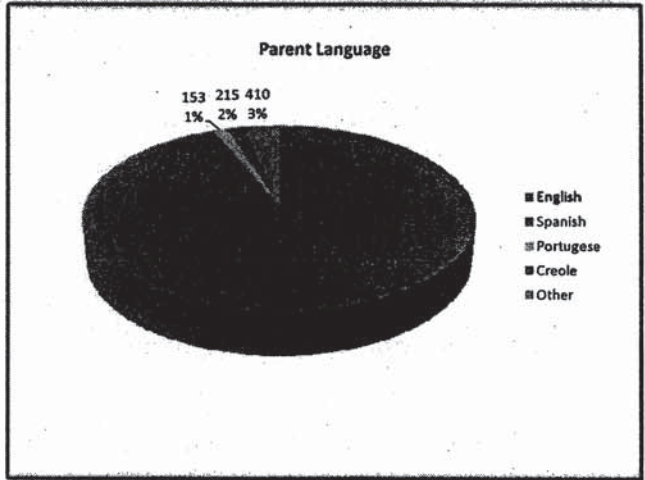
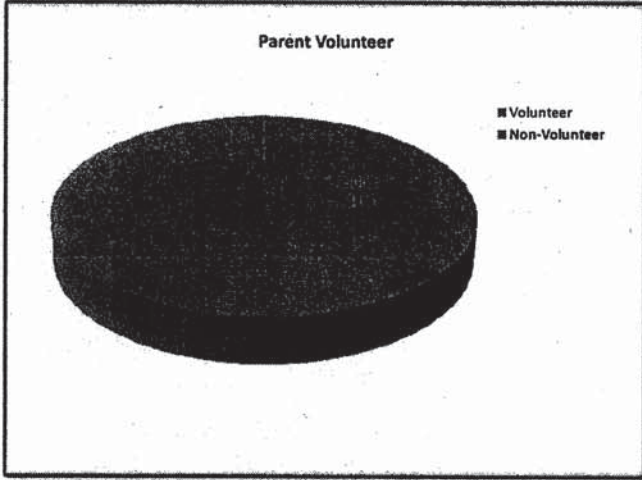
Age  18-25  26-35  36-50  51 or older

Do you have children age 18 or younger?  Yes  No

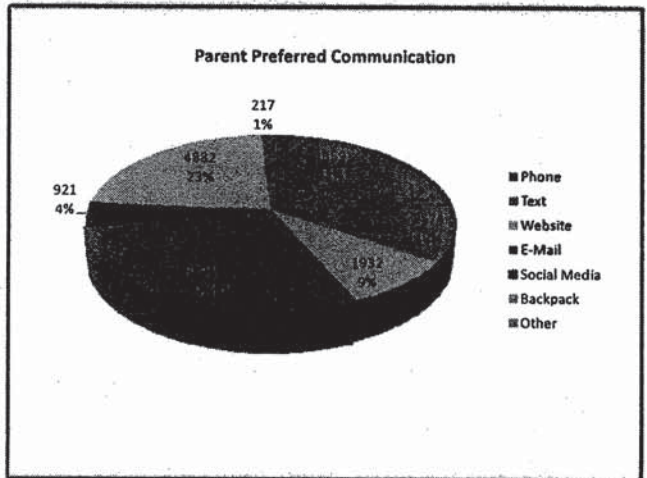
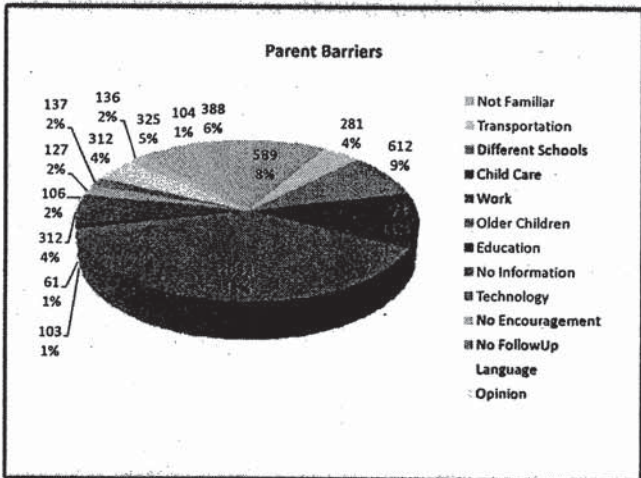
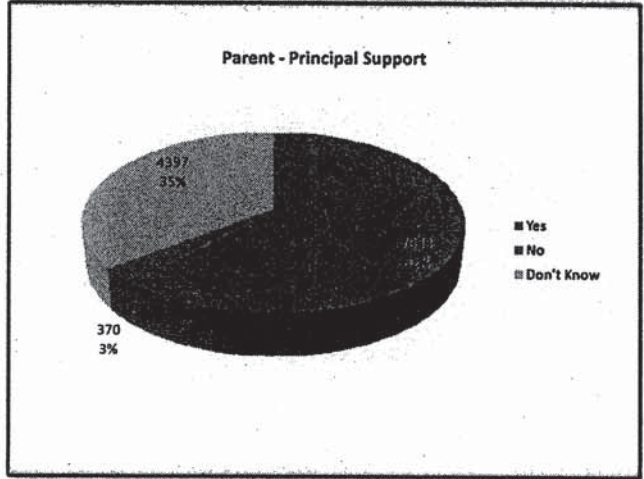
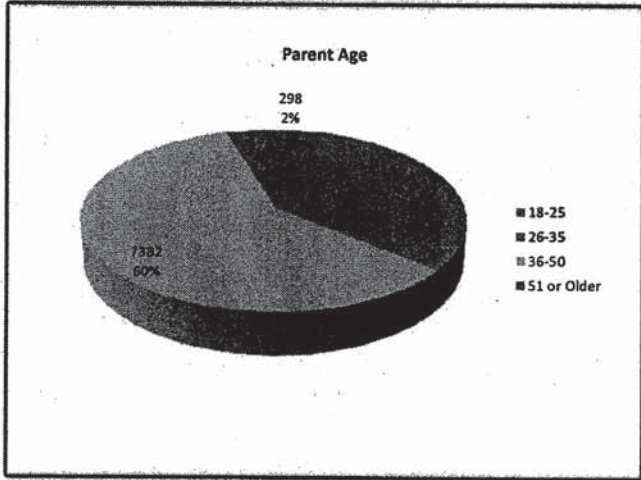
Please indicate the primary language spoken in your home. \_\_\_\_\_

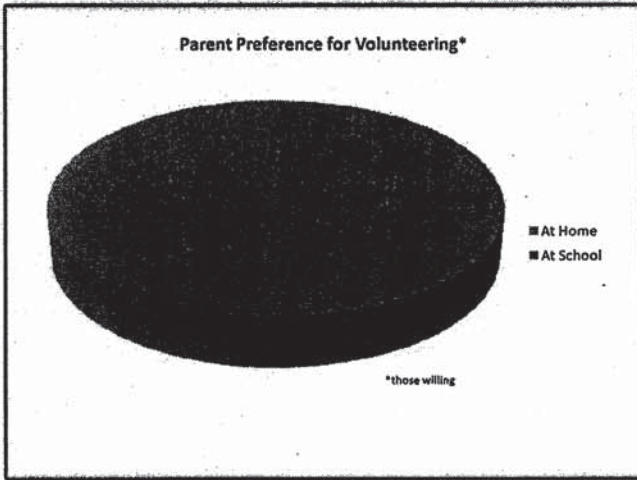
What city do you live in? \_\_\_\_\_

**We appreciate your participation.**













A list of volunteers could be given to the teachers& they could call upon the parents as needed

MOTHER OF 4 KIDS NO SUPPORT IO NEED TO WORK . SO ITS HARD TO COMPROMISED MAYBE SOME STUFF THAT I CAN SO AT HOME. I GUESS

- Need more information about volunteer hours

One suggestion would be to mandate (or set some sort of requirement) for parent involvement, either at home or at school or at an afterschool activity.. Parent Involvement should be expected, and not an option. Another suggestion would be for Parent m

vsy does an incredible job of involving the parents. Other schools could use an example. sometimes certain volunteers do everything and it would be helpful to make sure everyone is offered the opportunity to volunteer

"how to " workshops , "hands on " class for volunteer parents and students

(IDK) ---> I don't know

?

1. All meetings (SAC, SAF, PTSA) need to take place at 6pm or after. This needs to be across the county so that if a child changes schools the parents will already know when to expect the meetings. Meetings at 8am or 2pm do not include working parents a

1.- How would they do if the parents do not have access to a computer 2.- Create or make a task force for the spanish parents community inside the Ssystem, 3.- Is there any system wher the parents or PTA could evaluate the teachers developing? 4- Can the S

1. More encouragement for parents to attend PTA meeting from teachers/school staff 2. more participation for teachers in PTA

1.GET TO KNOW AS MANY OF THE STUDENTS AS SIZE PERMITTED.2) LIMIT YOUR OWN COMMENTS, MEANING SOME TEACHERS TALK TO MUCH. 3) ASSIGN ROLES TO STUDENTS, ASK STUDENTS TO LEAD A DISCUSSION SESSION

A better notification system

a better way to communicate which volunteer oppertunites are available at my childs school

A list of specific volunteer jobs to choose from

A list of things working parents could do at home to help the school and teachers, also a list of rotating volunteer dates in the classroom.

a list online of volunteers opportunities.it should have a calender,be detailed,and be current.also updated and well managed.

a los papas nuevos mandarles mÃ¡s informaciÃ³n por correo sobre esta actividad

A new principle foe flanagan highscool

## TEACHER SURVEY

There are many studies that indicate the positive correlation of parent/community involvement and school success. Please respond, specifically and honestly, to the questions below to allow for study and consideration in an effort to improve our school communities.

Please indicate your current level of job assignment / # of years teaching (total):

Pre-K – 5 / # of Years \_\_\_\_\_  Middle School / # of Years \_\_\_\_\_  High School / # of Years \_\_\_\_\_

Are parents or volunteers from the community regularly involved in your school?  Yes  No

Have these parents/community members worked directly in your classroom?  Yes  No

Have you had parents/community volunteers work in any of the following capacities? (Please check all that apply.)

- |   |   |
|---|---|
| <input type="checkbox"/> Guiding small groups             | <input type="checkbox"/> Checking homework                            |
| <input type="checkbox"/> Helping with room décor          | <input type="checkbox"/> Tutoring individual students                 |
| <input type="checkbox"/> Monitoring lunch                 | <input type="checkbox"/> Reading to groups                            |
| <input type="checkbox"/> Assisting with activities        | <input type="checkbox"/> Supervising book/science/history fairs, etc. |
| <input type="checkbox"/> Setting up labs                  | <input type="checkbox"/> Supervising college fairs                    |
| <input type="checkbox"/> Instructing in area of expertise | <input type="checkbox"/> Chaperoning field trips                      |
| <input type="checkbox"/> Participating in PTA             | <input type="checkbox"/> Advocating for child                         |
| <input type="checkbox"/> Assisting with fundraising       | <input type="checkbox"/> Assisting with parent-teacher conferences    |
| <input type="checkbox"/> Participating as booster member  | <input type="checkbox"/> Other (please explain): _____                |

Are there any programs/strategies which have been particularly successful in reaching out to parent/community groups?  Yes  No If yes, please explain: \_\_\_\_\_

Do you feel the current level of parent or volunteer involvement in the school's daily routine is adequate?  Yes  No

Is your principal supportive of parent or community involvement?  Yes  No

Do you personally encourage parent or community member participation?  Yes  No

Do you feel there is a hindrance or obstacle that deters parents/community members from getting involved?  Yes  No If yes, please explain: \_\_\_\_\_

Please describe any tools or assistance you feel could be provided to allow more volunteers to participate in your school or classroom: \_\_\_\_\_

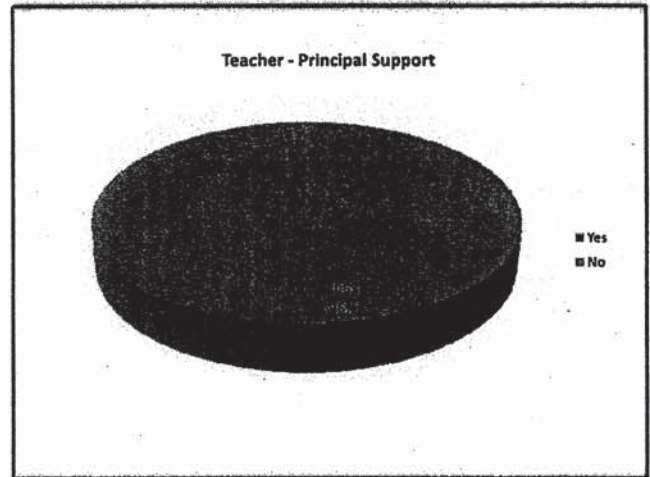
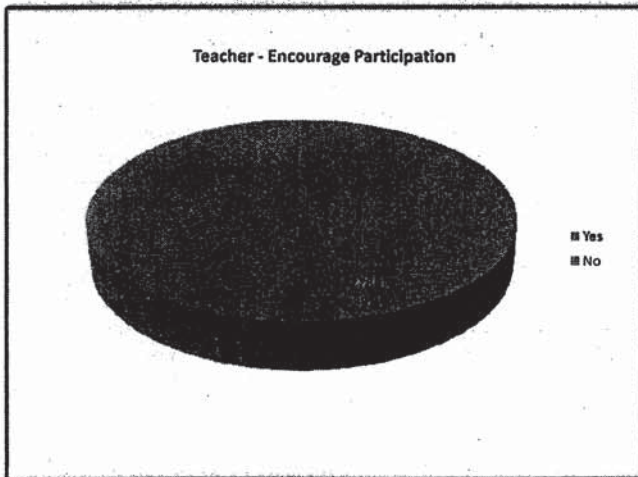
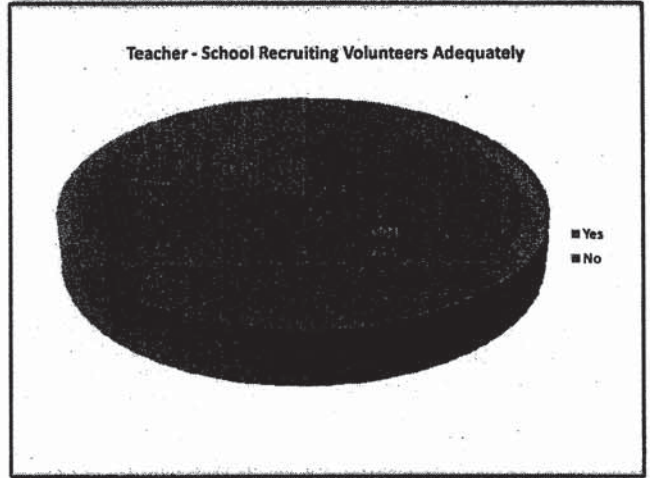
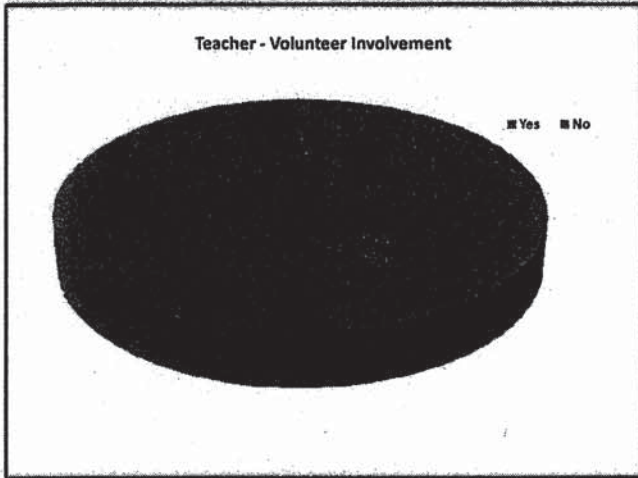
Do you feel that your school does an adequate job in recruiting volunteers?  Yes  No

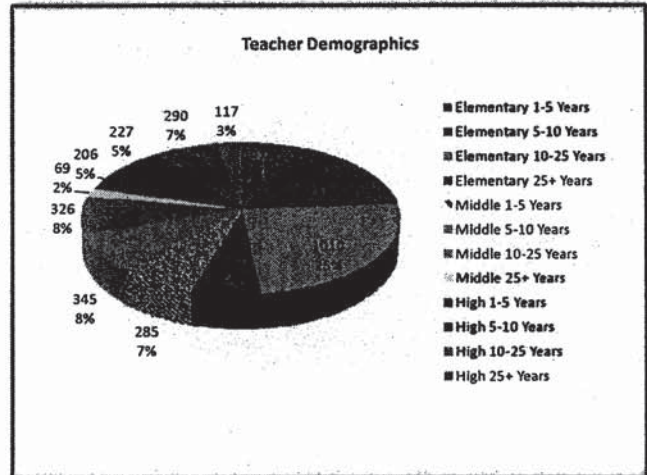
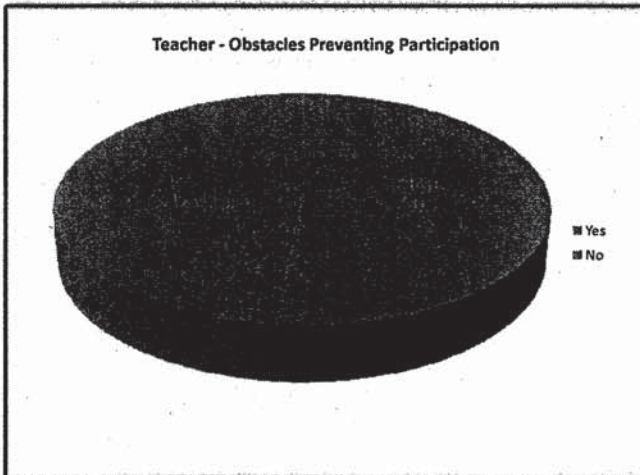
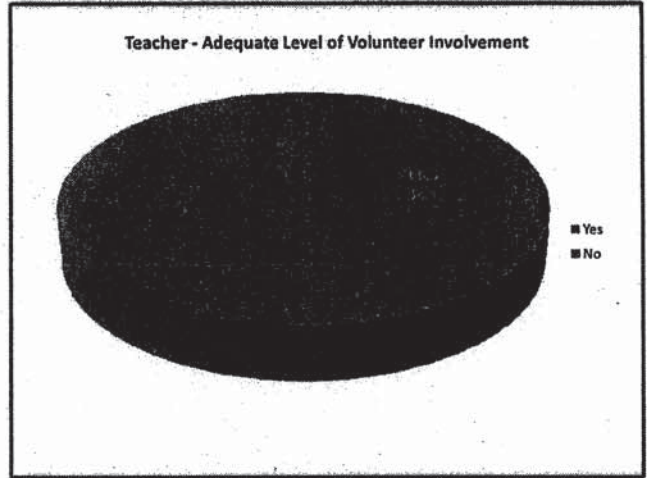
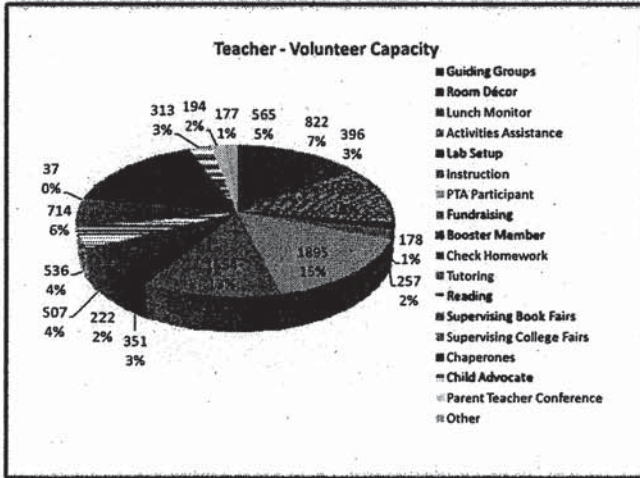
What suggestions do you have to increase parent/community involvement at your school? \_\_\_\_\_

Comments

**Thank you for providing data for analysis and consideration.**











Working parents should be told that they are expected to take time off from work to meet with their child's teacher and/or participate in at least one special school event a year. That is what I do for my child. Parent presence at even one school event shows the child that their parent cares and will try. I hear from so many students, " My Mom or Dad never comes to anything, why should I give them the notices?" It is usually true, and the parents don't know what they are missing.

Working together as teams. Doesn't happen here anymore.

would suggest parents from past years to volunteer current class.

You can always use more parent or volunteer involvement.

You need to offer parents some kind of prize or something to get them to come out.

Your current survey is an awesome beginning!!!

Zeal is needed. How to create that within the school to pass it on to the community, is the question to be answered.

:)

1. All schools should send out a weekly calendar at the school via e-mail or phone tree. In that calendar, it should include at least 1 opportunity a week for parents to volunteer. If there isn't an official event, parents can help staple papers, or other secretarial areas.

a great endeavor to involve parents in public schools because charter schools are already doing this.

A lot of parents work; therefore, they are unable to volunteer their time.

a parent room/community room may help with them coming in- maybe a coffee/water station for them

Active participation by parents helps to correct many behavior concerns and student achievement.

Although parents are wonderful, they are not trained teachers. Support should come from professionals who are funded through the system.

As a group we need to find what motivates parents and community to become more involved.

As a Kindergarten teacher, I find a lot of parents want to come in to help their child's teacher. I have heard that School Board policy is that parents aren't allowed to volunteer in their own child's classroom, other than field trips, room mother, etc. I personally like having parent volunteers in the classroom to work with small groups of children and I encourage my parents to sign up to volunteer. Once I have them helping in the classroom, then I encourage them to join the PTA and help the school by volunteering for PTA activities.

As a math teacher, and not a sponsor of a club or sport, I have no direct contact with parent or community volunteers. I am not aware of what they do or don't do on campus and I am also unaware of the ways that they may be recruited. My responses to the questions are honest, it is just that I have no information to share. The survey would not let me submit until there was a selection in every box, and so I just picked something. I know of no obstacles preventing, nor do I know anything about the daily routine of volunteers.

As a parent and a teacher I find it difficult to find time to participate in additional activities while working around my children's extracurricular activities schedules as well

As a result of F-CAT any or all of the enjoyable activities have taken place at our school have been eliminated.

As a speech language pathologist, we don't use parent volunteers due to confidentiality issues.





Ask parents for suggestion on how they would like to actively become involved in the school

ask parents to come and pick up report cards and speak to a counselor or teacher.

Ask parents to get involved in the PTSA.

ask parents what type of workshops would be beneficial for them

Ask teachers to make a goal of involving parents; parent education events.

Ask the parents how they can contribute to their children's education.

asking parents to volunteer more often

Assisting with activities

At meetings discuss ways to involve parents and the community in the schools setting. Parent trainings and courses could be offer

At meetings discuss ways to involve parents and the community in the schools setting. Parent trainings could be offered.

At open house, I have a letter that I send to parents asking for volunteers, and allow them to choose a day that best suits them. Parents need to be welcomed into their children's classroom so the can see how their child behaves in a classroom setting.

Avoid using students to send home information in favor of direct e-mails/texts that communicate information.

awareness

Awareness, perhaps via the school robot

Babysitting service: transportation to and from school

Become a local school, we are a lottery school

Besides what I previously wrote, I don't have any other suggestions.

Better communication.

Better employment opportunities for parents and the community, but that's a government issue.

Better outreach implementation

Better publication of ways they can participate.

bilingual assistance

Brainstorm list of areas we need help in and add to the monthly newsletter, have children createthank you letters/cards for our volunteers, thank volunteers in monthly newsletters.

Bring back dinners the same night we have PTA and other organizations that deal with community involvement.

Bring food.

Build stronger reasons for parents to support school ... school atmosphere.

building a partnership with school and home

By recruiting and just discussing the important will work. Awareness is bliss.

call outs





## Broward County Public Schools Parent/Community Involvement Task Force

September 14, 2011

Dear High School Principal,

The Broward County School Board has established a Parent/Community Involvement Task Force to energize and increase parent/community involvement in the District and to determine ways to meet the Board's goal of building "strong partnerships with family, business, community and government at the classroom, school area and district level." The Task Force will undertake an extensive study of current parent and community involvement and solicit ideas for more meaningful and dynamic models. Their findings and recommendations will be brought to the School Board in January 2012.

Six subcommittees have been established to assist the Task Force in achieving its goal. Over 100 volunteers from around Broward County have committed to participate in this effort. One of the six subcommittees, School Outreach, has been charged with reaching out to local schools to:

- ❖ Determine how the school system can better support local schools
- ❖ Solicit ideas for effective models for parent/community involvement
- ❖ Engage parents and local businesses to be actively involved with local schools

The Subcommittee is holding a forum for High Schools to give their analysis of parental and community involvement on September 26, 2011. We request that six people from your high school community attend. The representatives should include one parent from PTA or SAF, one parent not affiliated with an organization, one teacher, one business partner, one booster club leader, and a member of the School Advisory Committee. If you have additional individuals who are interested in attending please submit their names along with the area they represent.

The meeting will be held at Indian Ridge Middle School from 7:00 to 9:00 p.m. The attendees will be divided into small focus groups. Please complete the attached form and return it to Theresa Coleman at [theresa.coleman@browardschools.com](mailto:theresa.coleman@browardschools.com).

Thank you for assisting us in our mission to increase and energize involvement in our local schools. We look forward to meeting the representatives of your school.

Sincerely,

Laurie Rich Levinson

Mary C. Fertig





mary fertig &lt;marycfertig@gmail.com&gt;

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## High School Forum - September 26

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mary fertig &lt;marycfertig@gmail.com&gt;

Wed, Sep 14, 2011 at 11:01 PM

Reply-To: marycfertig@gmail.com

To: bravox7@aol.com, kdavis5472@aol.com, marycfertig@gmail.com, nhkruse@yahoo.com, glomoschella@yahoo.com, melodeejoy71456@aol.com, "Wayne D. Johnson" <wayned.johnson@browardschools.com>, bkemppta@yahoo.com, try2emailjodi@gmail.com, linda.lewis@federationmembers.org, andrea@lubellgroup.com, naylorrealty@bellsouth.net, Scott Neely <scott.neely@browardschools.com>, mbdc01@hotmail.com, elisawolfe@att.net, mzalamea@btuonline.com, cstarkey@mhs.net

Cc: Laurie Rich Levinson <laurie.richlevinson@browardschools.com>, "Jeffrey S. Moquin" <jeffrey.moquin@browardschools.com>, "Theresa V. Coleman" <theresa.coleman@browardschools.com>

Dear Task Force Members,

The attached letter was sent to all high school principals extending an invitation to a very special event. A high school forum to discuss parent/community involvement is scheduled for September 26 at Indian Ridge Middle School. Participants will be invited to come at 7 p.m. Facilitators and Recorders are asked to arrive by 6:30.

The High School Forum on Parent and Community Involvement will be an exciting research opportunity sponsored by the School Outreach committee. Each high school has been asked to send six (6) representatives to the forum. These include one parent from PTA or SAF, one parent not affiliated with any organization, one teacher, one business leader/partner, one leader of a booster club and one member of SAC.

The meeting will convene at 7 p.m. with a quick overview of the Task Force and its goals. The school representatives will then be broken into focus groups. The focus groups will engage in a comprehensive review of parental and community involvement.

Each focus group will be facilitated by a Sub Committee or Task Force member. A recorder will also be needed. We estimate that approximately 12 facilitators and 12 recorders will be required. If you are able to assist with either of these tasks, please respond to me or to Theresa at [theresa.coleman@browardschools.com](mailto:theresa.coleman@browardschools.com) as soon as possible. Group facilitators and recorders will need to be at Indian Ridge by 6:30 to receive discussion materials and instructions.



The High School Forum promises to be an stimulating evening of discussion.  
Please let us know if you are interested in participating.

Mary C. Fertig



**UPDATED - School Outreach High School Forum 9-14-11.pdf**  
141K

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## **Format for Forums**

### **The Task Force Held Forums by Topic**

High School Forum – Each High School was encouraged to send at least six representatives.

Middle School Forum – Each Middle School was encouraged to send at least six representatives.

Non Profit Forum – Invitations were sent to non-profits who work with the District and some who do not.

Business Forum – Invitations were sent to business on our partnership list, chambers, and others.

Municipal Forum – Invitations were sent to every city, mayor, commissioners, city managers , and educational advisory boards.

#### **Except for the Municipal Forum, the meeting format was**

- I. Meet convened in library or cafeteria
- II. Welcome the participants and explain the purpose of the PCITF and the Forum
- III. Break into small groups by topic
- IV. Participants in small groups respond to both written questionnaires and discussion questions.

**At the end of the evening, each facilitator is requested to prepare a summary of their group's discussion.**



Good evening.

Welcome to the High School Forum.

Last Spring the School Board appointed a Parent//Community Task Force to report on current parent and community involvement initiatives and make recommendations on how those efforts can be strengthened to result in strong and meaningful partnerships between the community and the schools.

The schools actually belong to the community. Our kids go to them, we teach in them, our employees graduate from them, and, we pay for them. Research has documented what we know – that when a community is involved with its schools – those schools are stronger and the students have higher achievement.

WE throw around the term community a lot. But who is the community?

It is you and me, it is the busdriver who brings the students to school, the teacher who teaches them in the classroom, the librarian who inspires them to read, the individuals that make after school care and activities possible, the businesses that provide goods and services, the stores we frequent, the cities and neighborhoods we live in, the religious institutions we pray in, the healthcare professionals, and The mothers and fathers and grandparents and others whose greatest hopes and fears are all wrapped up in the child they send to us each day. All of these people know that the best chance their child has to succeed in this ever changing world is a good sound education in schools with people who care

It is all of us. And our ideas and our time and our caring will make the difference for our children.

We will break into discussion groups tonight by topic. Each group will have a facilitator and a recorder. You may see individuals with cameras popping in and out. They are helping us to prepare a record of what is said. Because what is said in this Forum and others

will help to shape what community involvement in Broward looks like for years to come.

Each group has pre-prepared questions. But while we want to get information from you we also want you to have the opportunity to get information from other schools, other volunteers whose responsibilities are the same as yours. So please share ideas with us and with each other.

Often we start and end speeches with inspirational quotes. But I am not going to do that tonight. Because the best ideas, the greatest inspirations are out there among you. We look forward to hearing them.



# Small Group Discussion Participants

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**PARENT SAF/PTA REPRESENTATIVE**

<b>Room</b>	<b>Name</b>	<b>School</b>	<b>Category</b>
117	Nancy Juin	West Broward	Parent SAF?PTA
	Mike Conner	Fort Lauderdale	Parent SAF/PTA
	Earnie Sharperson	Hallandale	Parent SAF/PT A
	Debbie Middleton	South Broward	Parent SAF/PTA
	Lisa Rahnavard	McArthur	Parent SAF?PTA
	Laurel Stepp	Piper	Parent SAF/PTA
	Dawn Read	Nova	Parent SAF/PTA
	Kathy Oliva	Hollywood Hills	Parent SAF/PTA
	Ernestine Price	Blanche Ely	Parent SAF/PTA
	Desmond McDonald	McFatter	Parent SAF/PTA
	Virginia Piscazzi	Monarch	Parent SAF/PTA
	Jan Hediger	Marjory Stoneman Douglas	Parent SAF/PTSA

<b>Room</b>	<b>Name</b>	<b>School</b>	<b>Category</b>
118	Ron Bell	Hallandale	Parent SAF/PTA
	R. Love	Piper	Parent SAF/PTA
	Lynn Allen	Deerfield	Parent SAF/PTA
	Bishop T. Douglas	Boyd Anderson	Parent SAF/PTA
	Janine Musumeli	Taravella	Parent SAF/PTA
	Marifran Ramaglia	Pompano Beach	Parent SAF/PTA
	Tannis Bell	Plantation	Parent SAF/PTA
	Kim Mathiese	Marjory Stoneman Douglas	Parent SAF/PTA
	Nereida Miller	South Plantation	Parent SAF/PTA
	Karen Navarette	Western	Parent SAF/PTA
	Maricel Mayol	Cypress Bay	Parent SAF/PTA
	Mechelle Blanco	Coral Springs	Parent SAF/PTA
	Erin Spicer	Stranahan	Parent SAF/PTA



## TEACHER REPRESENTATIVES

Room	Name	School	Category
119	Delores Sallette	Broward Virtual	Teacher Rep
	Eileen Torracca	West Broward	Teacher Rep
	John Hudson	Fort Lauderdale	Teacher Rep
	Joshua Robert	Hallandale	Teacher Rep
	Jessica Palomino	South Broward	Teacher Rep
	Betty Mallory	McArthur	Teacher Rep
	Theresa Donaldson	Piper	Teacher Rep
	Susan Grimmett	Nova	Teacher Rep
	Safiya Scott	Northeast	Teacher Rep
	Lagalyia Brown	Hollywood Hills	Teacher Rep
	Kristin Potter	Blanche Ely	Teacher Rep
	Barrett Goldman	McFatter	Teacher Rep
	James Klemke	Monarch	Teacher Rep

Room	Name	School	Category
122	Frederica Carter	Hallandale	Teacher Rep
	Masharie Powell	Blanche Ely	Teacher Rep
	Pedro Torres	Blanche Ely	Teacher Rep
	Gwen Clark	Deerfield	Teacher Rep
	Ronald Storz	Boyd Anderson	Teacher Rep
	Kristen Rusnak	Taravella	Teacher Rep
	Lisa Gray	Marjory Stoneman Douglas	Teacher Rep
	Tracie Casserly	South Plantation	Teacher Rep
	Grace Pessa	Western	Teacher Rep
	Michael Marhefka	Coral Springs	Teacher Rep
	Dorina Varsamis	Stranahan	Teacher Rep

**PARENT NO AFFILIATION**

<b>Room</b>	<b>Name</b>	<b>School</b>	<b>Category</b>
<b>125</b>	Mrs. Rice	Broward Virtual	Parent No Affiliation
	Sandy Fernandez	West Broward	Parent No Affiliation
	Aaron Scales	Fort Lauderdale	Parent No Affiliation
	Michelle Stephens	Hallandale	Parent No Affiliation
	Jill Hall	South Broward	Parent No Affiliation
	Churancy McBean	McArthur	Parent No Affiliation
	Christina Chin Hanson	Piper	Parent No Affiliation
	Dionne Hobbs	Nova	Parent No Affiliation
	Elizabeth Ziel	Northeast	Parent No Affiliation
	Dahlene Razz	Blanche Ely	Parent No Affiliation

<b>Room</b>	<b>Name</b>	<b>School</b>	<b>Category</b>
<b>126</b>	Alexander Williams	Coral Springs	Parent No Affiliation
	Lorenzo Crockett	Boyd Anderson	Parent No Affiliation
	Ana Ziade	Travella	Parent No Affiliation
	Terry Dedrick	Marjory Stoneman Douglas	Parent No Affiliation
	Dana White	South Plantation	Parent No Affiliation
	Barbara McKie	Western	Parent No Affiliation
	Liz Goldstein	Cypress Bay	Parent No Affiliation
	Micki Mallinson	McFatter	Parent No Affiliation
	Robert Jakubek	Monarch	Parent No Affiliation



**BUSINESS/PARTNER REPRESENTATIVE**

<b>Room</b>	<b>Name</b>	<b>School</b>	<b>Category</b>
130	Mr. Tim Maxwell	Broward Virtual	Business/Partner
	Nancy Unger-Fink	West Broward	Business/Partner
	Ryan McLain	Fort Lauderdale	Business/Partner
	Sophia Brown	Hallandale	Business/Partner
	George Bograkos	South Broward	Business/Partner
	Jacqueline Valcourt	McArthur	Business/Partner
	Susan Meister	Piper	Business/Partner
	Mrs. Maselli	Nova	Business/Partner
	Heidi Burnett	Northeast	Business/Partner
	Giancarlo Zuniga	Plantation	Business/Partner
	Patrick Eloi	McFatter	Business/Partner
	Dawn McCormick	Monarch	Business/Partner

<b>Room</b>	<b>Name</b>	<b>School</b>	<b>Category</b>
131	Steve Wasserman	Boyd Anderson	Business/Partner
	Tom Pratt	Taravella	Business/Partner
	Denny Artache	Marjory Stoneman Douglas	Business/Partner
	Jim McGonnigle	South Plantation	Business/Partner
	Julia Gazzano	Western	Business/Partner
	Gina Delisser	Plantation	Business/Partner
	Shari Bush	Cypress Bay	Business/Partner
	Denny Artache	Coral Springs	Business/Partner
	Craig Levy	Stranahan	Business/Partner
	Mrs. Tim Maxwell	Broward Virtual	Business/Partner
	Kevin Eason Sr.	Blanche Ely	Business/Partner
	Henry Rose	Flanagan	Business/Partner

### SAC REPRESENTATIVE

<b>Room</b>	<b>Name</b>	<b>School</b>	<b>Category</b>
136	Manuel Nieves	West Broward	SAC
	Darci Brown	Fort Lauderdale	SAC
	John Battle	Hallandale	SAC
	Carlisa Russell	South Broward	SAC
	Justin Jackson	McArthur	SAC
	Paula Peters	Piper	SAC
	Ricardo Santana	Nova	SAC
	Laura Lang	Northeast	SAC
	Beth Winterholler	Hollywood Hills	SAC
	Patricia Davis	Blanche Ely	SAC
	Lynn Goldman	McFattter	SAC
	Jeanne Jusevic	Monarch	SAC

<b>Room</b>	<b>Name</b>	<b>School</b>	<b>Category</b>
135	Michele Eade	Deerfield	SAC
	Valerie Patterson	Boyd Anderson	SAC
	Derek Gordon	Taravella	SAC
	Teresita Chipi	Marjory Stoneman Douglas	SAC
	Taylor White	South Plantation	SAC
	Kristine Frailing	Western	SAC
	Gail Choate	Plantation	SAC
	Adrienne Maisel	Cypress Bay	SAC
	Tameka King	Coral Springs	SAC
	Eric McLaughlin	Stranahan	SAC



## BOOSTER CLUB REPRESENTATIVE

<b>Room</b>	<b>Name</b>	<b>School</b>	<b>Category</b>
133	Sandra Young	Fort Lauderdale	Booster Club
	Lamont Snyder	Hallandale	Booster Club
	Chris Hixon	South Broward	Booster Club
	Evelyn Padilla	McArthur	Booster Club
	Donna Worley	Piper	Booster Club
	Jody Patella	Nova	Booster Club
	Cherolyn Thompson	Northeast	Booster Club
	Louis Watley	Blanche Ely	Booster Club
	Deborah Cynamon	Monarch	Booster Club
	Brenda Ramirez	Stranahan	Booster Club

<b>Room</b>	<b>Name</b>	<b>School</b>	<b>Category</b>
134	Edward Phillips	Blanche Ely	Booster Club
	Flora Philpart	Deerfield	Booster Club
	Joe Bradon	Taravella	Booster Club
	Bill Dowd	Pompano Beach	Booster Club
	TBA	Marjory Stoneman Douglas	Booster Club
	Jim Miller	South Plantation	Booster Club
	Pam Goins	Western	Booster Club
	Dan Kurzweil	Plantation	Booster Club
	Liz Epstein	Cypress Bay	Booster Club

**ADDITIONAL ATTENDEES**

<b>Room</b>	<b>Name</b>	<b>School</b>	<b>Category</b>
<b>Cafeteria</b>	Christopher McGuire	Broward Virtual	Principal
	Renee Grutman	Piper	Parent Educator
	Mrs. Rousseau	Nova	
	Cindy Pouca	Hollywood Hills	
	Ollie Eason	Blanche Ely	
	Terrence Ferguson	Blanche Ely	
	Marilyn Gari	Blanche Ely	
	Michelle Barthole	Blanche Ely	
	Mrs. Herman	Coral Springs	



# Questions for Group Discussions

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## **Business/Partner**

1. What are you looking for from your public school?
2. Do your children attend public school?
3. Do your employees' children attend public school?
4. What has been your best experience with the public schools?
5. What has been your worst experience with the public schools?
6. How do you perceive parent and community involvement?
7. Do you feel that you have an impact on school governance?
8. Do you feel you have the support of the students? The teachers? The administration?
9. What types of activities do you do? What is the impact on students?
10. Is the school educating the students at your high school with the skills they will need to succeed in the work force? In your business?
11. If you chose to support public education Is there something you would like to work on that has never been mentioned or suggested to you?
11. Do you have any suggestions for new initiatives or programs that could enhance parent/community involvement?



**High School Forum on Parental/Community Involvement  
September 26, 2011  
7:00 p.m.**

**Discussion Questions**

**Booster Club Leader**

- 1) How many members belong to your booster club? How many are active?
- 2) How many Booster Clubs are active on your school campus? What activities do they support?
- 3) How long have you belonged to the Booster Club?
- 4) What are the main reasons you belong to the Booster Club?
  - a) Fundraising
  - b) Student Support
  - c) School Support
  - d) Social – enjoy working with the other people
  - e) Encourage your student
  - f) Get to know school staff
  - g) Believe in Public Education
  - h) Committed to providing “extras”
  - i) Get to know your child’s friends
  - j) Chance to give back to the school system
- 5) Have you seen a decline in participation in the Booster Club? An increase? Please explain why you think participation increased or declined.
- 6) Describe one successful project and list three reasons why it was successful.
- 7) Describe one unsuccessful project and list three reasons why it was unsuccessful.
- 8) What impediments to success have you encountered in the past year?

- 9) What is the level of financial support your organization provides to the school?
- 10) What is the level of financial support of the surrounding community for your organization?
- 11) What other types of support does your organization provide to the School activity?
- 12) What other types of support does the surrounding community provide to the School activity?
- 13) List 5 things that positively impact parent/community involvement.
- 14) Does the school administration support your organization?
- 15) Does the School District support your organization?
- 16) How do you communicate with your members and others?
  - a) Email
  - b) School Webpage
  - c) Robocall
  - d) Phone tree
  - e) Mailings
  - f) School Marquee
  - g) Flyers
  - h) Other (please list) \_\_\_\_\_
- 17) If you chose to support public education Is there something you would like to work on that has never been mentioned or suggested to you?
- 18) Do you have any suggestions for new initiatives or programs that could enhance parent/community involvement?



## SCHOOL ADVISORY COUNCIL REPRESENTATIVES

1. WHAT IS THE COMPOSITION OF YOUR SCHOOL ADVISORY COUNCIL?
2. HOW MANY REGULARLY ATTEND?
3. HOW MANY WAIVERS DO YOU HAVE?
4. WHAT IS THE LEVEL OF SUPPORT FOR YOUR WAIVERS FROM THE
  - A. COMMUNITY
  - B. PARENTS
  - C. TEACHERS
  - D. THE SCHOOL DISTRICT
5. WHAT IS THE LEVEL OF SUPPORT FOR YOUR SCHOOL ADVISORY COUNCIL FROM THE
  - A. COMMUNITY
  - B. PARENTS
  - C. TEACHERS
  - D. SCHOOL DISTRICT?
6. DOES YOUR SCHOOL ADVISORY COUNCIL DRAFT THE SCHOOL IMPROVEMENT PLAN?
7. DOES YOUR SCHOOL ADVISORY COUNCIL HAVE INPUT INTO THE BUDGET? HOW WOULD YOU RATE THE IMPORTANCE OF THIS INPUT?
8. WHEN DOES THE SCHOOL ADVISORY COUNCIL MEET? IS THIS A CONVENIENT TIME FOR PARENTS AND COMMUNITY MEMBERS?
9. WHAT IS THE MOST EFFECTIVE METHOD OF COMMUNICATION FOR YOUR SCHOOL ADVISORY COUNCIL?
  - A. EMAIL
  - B. SCHOOL WEB PAGE
  - C. ROBOCALL
  - D. PHONE TREE
  - E. MAILINGS
  - F. SCHOOL MARQUEE
  - G. FLYERS
  - H. OTHER (PLEASE LIST)

10. DO YOU FEEL THE SCHOOL ADMINISTRATION HAS TOO MUCH CONTROL OVER THE SCHOOL ADVISORY COUNCIL?
11. DO YOU FEEL THE SCHOOL ADVISORY COUNCIL FULFILLS THE INTENT OF THE LEGISLATION?
12. DO YOU FEEL EMPOWERED TO MAKE A DIFFERENCE IN THE SCHOOL?
13. AS A MEMBER OF THE SAC DO YOU FEEL ANY RESPONSIBILITY FOR ANY FAILURES IN YOUR SCHOOLS PLAN?
14. WHEN BUDGET CUTS WERE MADE THIS YEAR, WERE YOU INCLUDED IT THE DECISION MAKING PROCESS?



### **DISCUSSION QUESTIONS**

15. WHAT HAS BEEN THE GREATEST SUCCESS OF YOUR SCHOOL ADVISORY COUNCIL IN THE PAST TWO YEARS?
16. WHAT HAS BEEN THE GREATEST FAILURE OF YOUR SCHOOL ADVISORY COUNCIL IN THE PAST TWO YEARS?
17. HOW DO YOU RECRUIT MEMBERS FOR YOUR SCHOOL ADVISORY COUNCIL?
18. DO YOU HAVE ANY SUGGESTIONS FOR NEW INITIATIVES OR PROGRAMS THAT COULD ENHANCE PARENT/COMMUNITY INVOLVEMENT

## DISCUSSION QUESTIONS

1. Describe the "Involved Parent".
2. What is the impact of parents on school governance?
3. Under what circumstances would you get involved?
4. What would it take to get others involved?
5. What are the greatest barriers to parent involvement in High School?
6. If you chose to support public education Is there something you would like to work on that has never been mentioned or suggested to you?
7. Do you have any suggestions for new initiatives or programs that could enhance parent/community involvement?



## TEACHERS

How you perceive parent involvement? Community involvement?

List positives about parent/community involvement.

Give best example in last 12 months

List negatives about parent/community involvement.

Give example in last 12 months

What kind of support would you like to see from the parents and school organizations?

What could the community do to better support you in the classroom?

some suggestions:

- a) recognize student success
- b) recognize outstanding teachers
- c) provide mentors
- d) provide internships
- e) assist with career education
- f) augment opportunities in the arts
- g) provide jobs for students
- h) offer community service opportunities

Do you have children in school? If yes, do you volunteer in their school?

Is the school administration supportive of parental involvement? The School District?

What ideas do you have for improving or increasing parental involvement?

If you chose to support public education Is there something you would like to work on that has never been mentioned or suggested to you?

Do you have any suggestions for new initiatives or programs that could enhance parent/community involvement?

**High School Forum**





8. How do you communicate with the members of your organization?
  - a) School Webpage
  - b) Email
  - c) Robocall
  - d) Phone tree
  - e) Mailings
  - f) School Marquee
  - g) Flyers
  - h) Other (please list) \_\_\_\_\_
9. How do you communicate with the extended school community?
  - a. Email
  - b. School Webpage
  - c. Robocall
  - d. Phone tree
  - e. Mailings
  - f. School Marquee
  - g. Flyers
  - h. Other (please list) \_\_\_\_\_
10. Do you feel you have support of your school administration?  

Yes	No
-----	----
11. Are you consulted on the school budget?  

Yes	No
-----	----
12. Were you consulted when budget cuts are made to your school budget?
13. How do you perceive your role in your high school?
14. How do your children perceive your role in the high school?

## **DISCUSSION QUESTIONS**

How do you perceive the role of your organization in your high school?

What have been your most successful initiatives?

What have been your most notable failures?

Describe our interaction with other school organizations?

Does the District support the efforts of your school?

Do you have any suggestions for new initiatives or programs that could enhance parent/community involvement?



**PARENT NOT AFFILIATED WITH AN ORGANIZATION**

**Please answer the following questions circling all that apply**

**1. How many children do you currently have in school? \_\_\_\_\_**

**Are they in**

Pre-school

Elementary

Middle

High

**2. Do your children attend**

Neighborhood School

Magnet School

Charter School

Private School

**3. Have you ever been a member of**

School Advisory Council (SAC)

School Advisory Forum (SAF)

PTA/PTSA

Booster Club

Other School Organization

**4. Have you ever volunteered**

a) In the classroom

b) As a homeroom parent

c) Field Trip Chaperone

d) In the Library

e) Team Coach

f) Activity Sponsor

g) School Fundraising

h) Other

**5. Which of the following reasons have kept you from volunteering?**

- Childcare
- Don't feel welcome
- Same group of parents always in charge
- Don't feel I have anything to contribute
- Time commitment
- Language barriers
- I feel excluded
- Work Schedule
- Volunteer activities don't match my schedule
- My child does not want me to be involved
- I was told they did not need my help

**6. It is most important to volunteer when children are in**

- Elementary School
- Middle School
- High School

**7. Do you know what volunteer opportunities exist on campus?**

Yes

No

If yes, how do you find out?

- a) Email
- b) School Webpage
- c) Robocall
- d) Phone tree
- e) Mailings
- f) School Marquee
- g) Flyers
- Other (please list) \_\_\_\_\_

**8. If you chose to support public education is there something you would like to work on that has never been mentioned or suggested to you?**

**9. Do you have any suggestions for new initiatives or programs that could enhance parent/community involvement?**



## **DISCUSSION QUESTIONS**

1. Describe the "Involved Parent".
2. What is the impact of parents on school governance?
3. Under what circumstances would you get involved?
4. What would it take to get others involved?
5. What are the greatest barriers to parent involvement in High School?
6. If you chose to support public education Is there something you would like to work on that has never been mentioned or suggested to you?
7. Do you have any suggestions for new initiatives or programs that could enhance parent/community involvement?

# Summaries of Group Discussions

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HIGH SCHOOL FORUM  
PARENT/COMMUNITY INVOLVEMENT  
09/26/11

SCHOOL ADVISORY COUNCIL REPRESENTATIVES FOCUS GROUP

**DISCUSSION QUESTIONS**

1. What has been the greatest success of your SCHOOL ADVISORY COUNCIL in the past two years?
  - Increased parent involvement through technology; virtual media meetings are staggered at different times and days to better accommodate schedules.
  - Aligning professional development goals with SIP.
  
2. What has been the greatest failure of your SCHOOL ADVISORY COUNCIL in the past two years?
  - Difficulty with parent and business involvement and true composition; too many required positions to be filled.
  - Purpose of SAC was a rubber stamp for Principals.
  - Possibility the district could create a site for technology to have virtual meetings with parents and community members through SKYPE.
  - Parents having time and transportation to come to the meetings.
  
3. How do you recruit members for your SCHOOL ADVISORY COUNCIL?
  - Offer different times for meetings for PTA, Open House, SAC .
  - SGA sends student representatives.
  - Make announcements at sports events.
  
4. Do you have any suggestions for new initiatives or programs that could enhance parent/community involvement?
  - Training for new SAC members to go over Acronyms, etc.
  - SAC reaching out to Home Owner Associations in the community; attend HOA meetings and parents will get information in the HOA newsletters.
  - Develop a Best Practices Manual for District on SAC policies.
  - Send survey and meeting information in advance, now things are happening too fast.
  - Parents may feel unwanted as SAC; only involvement is PTA or sports/band/clubs involvement.
  - SAC is seen as a policy making body; PTA's engage in projects and activities.
  - Make meetings worthwhile. Offer a service or a snack.
  - SAC chairs should receive a Stipend.
  - SIP uploads to District and State for revisions; twice the work. Is this necessary?
  - SAC meetings between schools once a quarter to get information as to what other SAC's are doing, i.e.: successes, failures, etc.

**Parent and Community Task Force  
Booster Group  
9/26/11**

**Questions I thru 18 (Notes were group per school representatives)**

**Hallandale High**

Members in Booster Club- Hallandale band director- 30 parents/15 active. 4 active booster clubs in school that he knows of. 15 yrs in booster club.

Main reason involved, children, family tradition, continued even though child graduated.

Participation- a lot of parents work, single parent household, asks parents to donate things if they can't make meetings. Does concession at Dolphins Stadium, parents enjoy it, alumni come back and support.

High turnover of principals is an impediment.

City Hall gives grants for program

**Nova High**

Band 21 volunteers, most parents active. Drama 45 members in high school booster volunteer for 5 yrs. Involved for the children, tries to support teachers loves kids. Increase in parent involvement in her clubs. Drama did "The Weight of the Words" performance that turned out very well.

Baseball - 35 active parents. 6 yrs involved in club. All reasons written in 4 a-j. Now that child graduated wants to make sure that booster club stays intact and stays good for the future. Renovated concession stand, was very successful.

Karaoke night was not successful, too much food ordered, was not promoted well. Pre game meals donated

Lack of funding has been an impediment to success.

**Coral Glades High**

Booster parents 20-40 band 20-30 active Coral Glades 9 booster clubs. 2 yrs involved. Does it for student support, believes in public education. Increased Involvement.

Italian night, car washes, banquet have been successful

**West Broward**

Vet Booster-25 active members, dog wash fundraiser. 3 years involved. Does it for kids, believes in vet program and what it offers. Increased involvement due to new students in program.

Dog wash fundraiser very successful, washed 71 dogs this Saturday, sell dog leashes.



Vet offices support the program

**Western High**

Football all parents are members 20 parents active. 6 yrs involved in club. Always been involved from the Optimist level, before even becoming a parent, family tradition of volunteering. Good involvement at beginning of season, decreases as time goes on. Did discount cards fundraiser with Coaches involvement, kids enjoy it and good money was made.

Received donations for Pre game meal.

**Ft Lauderdale high school**

Not sure of active booster clubs.

Is in club because she has always been involved with son's activities since he was young. Trying to build up booster club, from the freshman up. No projects.

Mock trial team gets support from Alumni and Attorneys in area

**Everyone contributed to the following:**

5 things that positively impact parent/community involvement

School spirit

Longevity of coach director

Positive experience for parent

Principals involvement

Reaching out

All administrators support organization

Most feel School district does not support organization

Communication with members and others: e mails, schools webpage, Facebook, phone tree

**If you choose to support public education is there something you would like to work on that has never been mentioned or suggested to you?**

Advocate to needy families

Parents to enforce schools rules (uniform, etc)

**Do you have any suggestions for new initiatives or programs that could enhance parent/community involvement?**

Suggestions for new initiatives: incentives, more promotion for volunteer hrs/money that goes to school.

SAC Group ~ room 136  
Facilitator: Janet Bravo

The 8 members wrote their responses to questions 1 - 14 and those responses have been submitted.  
We did not discuss these questions as a group.

Discussion Questions:

**15. What has been the greatest success of your SAC in the past two years?**

> Define success.

> At one Technical school, over the past 6 months and with a change of administration, the business representation on SAC tripled. An added feature: the Business members take turns giving a 10 minute presentation about their particular business. As a result, the membership sees the value of the businesses on SAC (which reflect the trades taught at the school).

> SAC has grown.

> Waivers have passed, and these enhance their learning community. Some waivers that recently passed were mentioned: Exam Exemption, schedule changes, attendance waiver, and PSD (Professional Study Day) waivers.

>>> Waiver discussion:

> The waiver process can be arduous and contentious.

> Specifically PSD's bring stress. Workshops on the PSD's are decided on for the teachers.

> No choice. Feel it's wasted time and many teachers would rather be in the classroom teaching kids.

> Teachers are being trained to use equipment that some do not/cannot use. Some only want to do "what's in it for me".

> Instead of having the time structured for teachers, do what is needed. There is flexibility at some school to decide PSD structure, and not at others.

**16. What has been the greatest failure of your SAC in the past two years?**

> Not making SAC relevant for teachers.



- > No cohesive movement to move (bring) school together; apathy, no sense of community, feeling isolated. Need more teachers involved.
- > Lots of students on the SAC, but need to get more parents involved. Working parents find it hard to attend. Geared more for teachers.
- > Some parents only come out when there is a burning issue. Then you never see them again.
- > Same core group of parents. Can't get new parents, even when changing meeting times ( as early as 6:45am to as late 6:30pm).
- > Small group with their own agenda driving everything.
- > School Administration didn't understand the significance of SAC.

**17. How do you recruit members for your School Advisory Council?**

- > Principal selects Business partners.
- > Community Liaison has brought in members ~ give tour of school. TV Production at school has changed because of; business involvement has increased.
- > Do meetings some lunch-time to attract businesses. Teachers and students allowed to come at that time.
- > Have businesses do a 10 minute presentation, part of the agenda. Don't "meeting" them to death.
- > Work with meeting times that are best for your school community.
- > At one school (Nova HS) where students attend not by where they live, but use the lottery system, there is good parent representation on the SAC.

**18. Do you have any suggestions for new initiatives or programs that could enhance parent/community involvement?**

- > Skype meetings (check on quorum policy).
- > SAC/SAF back to back for a 'one-night' meeting night.
- > During Open House, dedicate a presentation on SAC roles and responsibilities.
- > Many parents want to be involved, they just don't know how at the HS Level.
- > Make sure Administration understands what SAC is and knows value of SAC/SAF.
- > Does the General community know what SAC/SAF is?
- > Saturday meetings.
- > Look for opportunities at school events for a "SAC Table" (new student orientation, open house, etc....)
- > Have the school go out in to the community for meetings....don't just meet at the school.
- > Economic issues make it hard for parents to be there and to be committed
- > Provide translators at meetings, have SAC meetings available to be heard in a number of foreign languages.



## High School Forum - September 26, 2011

### Indian Ridge Middle School, Room 118

#### SAF/PTA/PTSO Representative Focus Group Meeting Minutes

Attendees (High School/Committee Affiliation): Cheryl DeGol (Coral Glades/PTSO), Denine Fogel (Coral Glades/PTSO), Bill Gallagher (Pompano Beach/SAF), Laurel R. Love (Piper/SAF&PTA), Kim Mathesie (Marjory Stoneman Douglas/SAF&PTA), Nereida Miller (South Plantation/SAF&PTSO), Janine Musumeci (Taravella/Teacher&PTSO), Karen Navarrete (Western/PTA), Melodee Putt (School Outreach Subcommittee), Susan Spicker (Plantation/PTA)

The meeting was called to order at 8:05 p.m. with a welcome from the School Outreach Subcommittee Co-Chair (facilitator), who asked each attendee to introduce themselves and state which school they were representing. Attendees were asked to refrain from using their cell phones during the meeting and to respect the open discussion format and the opinions expressed by the other focus group representatives. Then they were requested to complete the SAF/PTA questionnaire.

During this time, one attendee wanted to know why the "Center" schools for children with special needs are not invited to participate in school-sponsored events like this forum. The focus group facilitator was also asked how the Parent Survey included in their meeting folders (for completion at a later time) would be collected. The facilitator offered to pick them up. One attendee said she was going to copy for others and would drop off when completed.

After completion of the questionnaire, discussion ensued about the various items on the questionnaire.

The majority of attendees had children in high school (8), but one had a child in middle school and one had a child in elementary. One had children in a magnet program; the rest had children in neighborhood public schools.

SAF/PTA/PTSO meeting times varied, but most attendees agreed that evenings worked best for them and for their committee members. Most preferred early evening but a couple of attendees suggested just after the end of a standard workday, when some staff from the schools would still be on site. One holds back-to-back meetings of PTSO/SAF. One representative said her committee meetings are held in the afternoon, right after school dismissal, and she thought that optimum meeting times may vary depending on the geographic location of the school. Her area school has a lot of stay-at-home parents, who are able to attend daytime meetings. The representative with kids in a magnet school said that the magnet parents are much more involved than the parents of other students in the school. One attendee said that her school has a lot of reassignments and that the parents of those students are not actively involved because of the distant location of the school.

When asked what form of communication works best for their individual committees, all agreed that different kinds used in tandem work best. All feel that Robocalls improve meeting



attendance but want the calls to be more timely, stating that they need to be completed at least 48 hours in advance but often happen the day before or even after the event has already taken place. One attendee said Twitter is one of their methods of communication. Another said her group goes to a printer for their announcements and works the carpool lanes for distribution. Morning announcements were also mentioned as a good way to communicate, but one representative said not all the teachers allow broadcast of the morning announcements in their classes, particularly the AP teachers, who feel it disrupts their classes and interferes with their heavy workload. Digital bulletins that run all day long were also mentioned as a good means of communication with the students, but again not all teachers provide access. One representative said their PTSO President sends out e-mails every Sunday providing information not just about PTSO meetings but about registration dates and deadlines that students need to be aware of.

All attendees said they are not consulted about the school budget; they are just informed. Many would like to be consulted about the budget and also mentioned that they would like to have some input on which teachers are retained when layoffs are pending.

Discussion started on how the economy and school budget shortfalls are affecting children's ability to attend school. Comments were made about the increase in children receiving free or reduced lunch and how some kids sell their free lunch for money (leading some schools to require ID at lunchtime) and how some of the increase might not be due just to the economy but may also be related to fraud. Attendees asked if anyone is checking the validity of the free/reduced lunch applications so fraud can be detected. Mention was made that free lunch recipients may also qualify for free SAT/ACT. Comcast low-priced computer/internet service for free lunch students was discussed.

When asked about the role their committees play in the schools, PTA and PTSO representatives said they exist for the good of the school. They bridge the financial gap between what the school and students already have and what they still need. They help promote a positive attitude and boost morale. One group finances a special holiday dessert gathering and employee-of-the-month recognition awards. One of the SAF representatives said that her group works closely with their mayor and city commissioners, who are all actively involved with the schools in their city.

The focus group facilitator mentioned that her neighborhood school sent out an announcement saying that you could join the PTA but didn't have to attend any meetings. All attendees agreed that they would accept dues from parents who wanted to contribute financially but were not willing or able to attend meetings.

One attendee wanted to know:

- How many schools have PTA, PTO, PTSA and PTSO?
- How long have they been in existence?
- How many people attend the meetings?

The question was asked about whether there was a way to do mass e-mailings for the different schools. The various committees have their members' e-mail addresses but do not have a way to reach out via e-mail to the rest of the parents in their schools.



Following are the various programs mentioned when attendees were asked which initiatives their committees had undertaken that proved successful.

- The mayor in one city sits down with each school in his city to find out how things are going. The mayor and commissioners are invited to attend PTSO meetings.
- One SAF group was able to acquire a School Resource Office for each of their schools rather than having to share an SRO, the thought being that children accustomed to working with an SRO from an early age will be more likely to seek them out for help and advice when they are older.
- A PTA group started a mentoring program where their A/P students teach at-risk students, and those at-risk students are not only staying in school but also going on to college.
- A couple of PTSO groups invite guest speakers to their meetings to spark interest and encourage attendance.
- One PTSO group helps fund a closetful of school supplies in their guidance counselor's office so no child can use the excuse that they don't have what they need for their classes.
- One group recognizes students every quarter who have made improvements and wouldn't ordinarily receive recognition (students are nominated by their teachers). The students get their pictures posted in the hallway and receive a gift card to Barnes & Noble. This brings in students and parents who might not normally attend the general meetings. It also serves as a morale/self-esteem booster for the students.
- One PTSO group publicizes their efforts in the community by submitting articles to local publications. They are developing a template to facilitate the article writing for their administration, PTSO and whatever publication shows an interest in doing a feature on their efforts. They hope to receive "brand" recognition through use of their PTSO logo in local articles about their school's achievements. This kind of publicity also attracts business partners, and this PTSO has designed a form for their business partners on ways to get involved, which has been a success. Playing "Devil's Advocate," one attendee asked if this kind of advertising was "crossing the line" and if it was a legal way to spend money. The PTSO has not had to spend any money on the articles because they are community interest stories.
- This same PTSO group keeps a spreadsheet of volunteers and what activities they are willing to participate in, so whenever they sponsor an event, they can just data sort which volunteers have previously indicated their willingness to be involved in a particular activity.
- One attendee said her committee arranged for the principal, BRACE and guidance counselor to speak at their first meeting and had an attendance of 130, a marked increase over the previous year.
- One group sponsors an "Adopt a Teacher" initiative, with a \$15 limit that is used for whatever that teacher needs for the students in their classroom.
- This same group partners with Barnes & Noble to sell their books at a discount in a book store they have set up on site at school.
- Another group reaches out to students to get them more involved through activities like a Dodge Ball game, students vs. faculty. That activity is very popular, and the winners get to wear "Dodge Ball Champ" t-shirts.
- One PTSO copies and sends their membership application home with students their first day of school and attaches an envelope for return of the forms/dues.



- Someone suggested that a strong teacher to advocate for PTSO would be helpful and that an SGA teacher would be a good candidate.

Following are the various programs mentioned when attendees were asked which initiatives their committees had undertaken that had been unsuccessful.

- Don't go up against Glee or the American Idol finale. One person said we live in the real world and need to realize there are other things going on and not to schedule meetings that will compete with other groups.
- Most agreed that there have been breakdowns in communication that caused failures.
- One group sponsored a Walk-A-Thon that did not do as well as it could have in part because many of the 7<sup>th</sup> period teachers wouldn't allow their students out of class early to participate.
- Don't have parents selling food or other items at school functions. Kids buy from other kids.
- One group tried a "Dancing with the Stars" type of event with teachers as contestants. It failed because a lot of the teachers ended up backing out; they didn't want to make the time commitment.
- Guitar Hero tournament that ended up with only a handful of contestants.

In answer to the question about the representative committee's interaction with other committees, most responded that their answer would differ depending on which organization was being discussed. The majority of attendees felt like they worked well with about half of the other school-based committees but were treated as competitors by the others. There were a couple of notable exceptions, one where the organizations from one school all realize that they are working toward a common goal and another where the football booster club turned over some of their parking dates to other groups when they realized they couldn't completely cover the schedule. All agree that they need to respect the times when other groups are actively fundraising for their particular activities.

When focus group representatives were asked if they felt like the District was supportive of their efforts, the responses were "No" or "Don't Know."

There was some discussion about contacting local businesses for funds or incentives. Since many small businesses are overwhelmed with requests from several school groups in their area, the suggestion was made that large corporations be tapped for donations -- not by the local schools and committees but by the District.

The meeting was adjourned at 9:03 p.m.



**Parent Involvement Task Force**

**Group:** Nonaffiliated Parent

**Facilitator:** Linda Nestor

**Submitted By:** Zayra Climes-Lenchus

Question	Discussion
<p>1. Describe the "Involved Parent"</p>	<ul style="list-style-type: none"> <li>• One that knows what's going on at the school without hovering</li> <li>• Knows what their child is doing, what options they have and make sure they attend everyday</li> <li>• Not afraid to communicate concerns with staff i. e. Administrators/Counselors/Teachers</li> <li>• Using Pinnacle</li> <li>• Having initiative</li> </ul>
<p>2. What is the impact of parents on school governance?</p>	<ul style="list-style-type: none"> <li>• Less than is used to be due to budget cuts</li> <li>• Depends on the "open door" policy of the principal</li> <li>• Depends if the principal wants to admit there is a problem and solicits the parents</li> <li>• School PTA-Strong voice in numbers</li> </ul>
<p>3. Under what circumstances would you get involved?</p>	<p><b>Majority of this group have parents that are involved 5 out of 6</b></p> <ul style="list-style-type: none"> <li>• Schools need to inform parents where they are needed and communicate better</li> <li>• Have school websites updated</li> <li>• Since schools are short non-instructional staff some parents may be able to assist</li> </ul>
<p>4. What would it take to get others involved?</p>	<ul style="list-style-type: none"> <li>• Offer food</li> <li>• Change meeting times so parents can attend</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Topics that are offered draw crowds and other topics that may be of interest -FINANCIAL AID</b></li> <li>• Communicate the great things the schools are doing effectively-Website, Parent link</li> <li>• Schools get students excited about what they are doing and the students will be more inclined to ask the parent to get involved</li> </ul>
<p><b>5. What are the greatest barriers to parental involvement in High School?</b></p>	<ul style="list-style-type: none"> <li>• <b>Open reception of the principal</b></li> <li>• Lack of communication from the school to the student and school to the parent</li> <li>• Language</li> <li>• Time</li> <li>• Lack of interest by the parent or student due to a negative experience</li> <li>• Location of the "big" meetings</li> <li>• Parents don't like traveling to the schools out of their neighborhood (Magnets)</li> <li>• Too much security and rules that make it cumbersome, parents don't want to bother</li> <li>• Teachers of Juniors and Seniors give parents the impression to "let go"</li> <li>• Parents would rather be involved helping their own child</li> <li>• Parent tired and doesn't have the patience</li> <li>• Middle/High schools only ask parents to get involved in the SAC/SAF. Parents are not wanted there</li> <li>• Language barrier</li> <li>• Parents don't receive flyers from middle/high schools students. At times the students don't receive them either because teachers don't know when to hand them out or students are asked to pick up at the office.</li> <li>• High school parent groups do not communicate with each other. Some groups only react when it affects their child</li> </ul>



<p>6. If you choose to support public education is there something you would like to work on that had never been mentioned or suggested to you?</p>	<p style="text-align: center;"><b>directly</b></p> <ul style="list-style-type: none"> <li>• <b>Improve neighborhood schools</b></li> <li>• Program for the victims of bullying, support groups for the students and parents. The current system is not working and only helps the aggressor</li> </ul>
<p>7. Do you have any suggestions for new initiatives or programs that could enhance parent/community involvement?</p>	<ul style="list-style-type: none"> <li>• <b>The district and schools need to work with what they already have</b></li> <li>• <b>Keep school websites up-to-date</b></li> <li>• <b>Have all teacher names and e-mail addresses available on each school website</b></li> <li>• <b>Get rid of programs that are not working and keep things that do work</b></li> <li>• <b>Create a position for publicity each school not just at the district level</b></li> <li>• <b>Give awards to principals that keep parents informed and keeping the school website current</b></li> <li>• <b>Have parent volunteer to maintain school websites</b></li> <li>• <b>Create a student group similar to the Parent Task Force, students know what they need and what works</b></li> <li>• <b>Have BCPS apps for smart phones or texting to receive messages</b></li> </ul>

9/26/2011

## Parent/Community Involvement Task Force High School Forum

### ~Introductions

Our group had representation from:

Hollywood Hills, Hallandale, West Broward, Nova, Virtual Schools  
MacFather, Dillard

- ~ Parent involvement and community involvement is the key to the school's success
- ~ Concerns about the parental involvement no longer is what it used to be
- ~ Unlike the private schools, our parents are exhausted from all their responsibilities to add anything extra to their schedules
- ~ We lack school pride, and even student involvement in schools activities
- ~ Administration plays a very important role in the pride students feel for their schools. It's called "Follow the leader"
- ~ Parents need to be invited to a variety of school functions and made feel important.
- ~ We don't think parents realize the difference they make in their child's lives, especially when they support the schools agenda, it makes for a very strong statement
- ~ Concerns about how to get information home to the parents and their response back to School
- ~ Some suggestions:
  - Relay information to parents through the Cell Phones and Emails
  - Encouraging representation from the family members through the social media "Twitter" and "Facebook"
- ~ Parents need to understand that we need a collaborate effort from them as well in order to make it a success
- ~ Must use tactfulness when bringing in the social media as a tool to communicate with the parents- needs to be explore!
- ~ Another idea in which to incorporate the technology is through the use of Video conferencing- available in all schools, make it an activity at night and invite the parents
- ~ We must put together activities to articulate with the feeder schools in other capacity other than curriculum alone
- ~ We need to change the way parents look at us "educators"-
- ~ District Level "parental involvement during Open House is crucial





## Broward County Public Schools Parent/Community Involvement Task Force

October 21, 2011

Dear Middle School Principal,

The Broward County School Board has established a Parent/Community Involvement Task Force to energize and increase parent/community involvement in the District and to determine ways to meet the Board's goal of building "strong partnerships with family, business, community and government at the classroom, school area and district level." The Task Force will undertake an extensive study of current parent and community involvement and solicit ideas for more meaningful and dynamic models. Their findings and recommendations will be brought to the School Board in January 2012.

Six subcommittees have been established to assist the Task Force in achieving its goal. Over 100 volunteers from around Broward County have committed to participate in this effort. One of the six subcommittees, School Outreach, has been charged with reaching out to local schools to:

- ❖ Determine how the school system can better support local schools
- ❖ Solicit ideas for effective models for parent/community involvement
- ❖ Engage parents and local businesses to be actively involved with local schools

The Subcommittee is holding a forum for Middle Schools to give their analysis of parental and community involvement on November 2, 2011. We request that six people from your middle school community attend. The representatives should include one parent from PTA or SAF, one parent not affiliated with an organization, one teacher, one business partner, one booster club leader, and a member of the School Advisory Committee. If you have additional individuals who are interested in attending please submit their names along with the area they represent.

The meeting will be held at Indian Ridge Middle School from 7:00 to 9:00 p.m. The attendees will be divided into small focus groups. Please complete the attached form and return it to Theresa Coleman at [theresa.coleman@browardschools.com](mailto:theresa.coleman@browardschools.com).

Thank you for assisting us in our mission to increase and energize involvement in our local schools. We look forward to meeting the representatives of your school.

Sincerely,

Laurie Rich Levinson

Mary C. Fertig

**Parent/Community Involvement Task Force**

**Middle School Forum**

**Indian Ridge Middle School**

**November 2, 2011**

**7:00 p.m.**

**Agenda**

- I. Welcome
- II. Introductions
- III. Purpose of Meeting
- IV. Focus Group meetings



## **Format for Forums**

### **The Task Force Held Forums by Topic**

High School Forum – Each High School was encouraged to send at least six representatives.

Middle School Forum – Each Middle School was encouraged to send at least six representatives.

Non Profit Forum – Invitations were sent to non-profits who work with the District and some who do not.

Business Forum – Invitations were sent to business on our partnership list, chambers, and others.

Municipal Forum – Invitations were sent to every city, mayor, commissioners, city managers , and educational advisory boards.

#### **Except for the Municipal Forum, the meeting format was**

- I. Meet convened in library or cafeteria
- II. Welcome the participants and explain the purpose of the PCITF and the Forum
- III. Break into small groups by topic
- IV. Participants in small groups respond to both written questionnaires and discussion questions.

**At the end of the evening, each facilitator is requested to prepare a summary of their group's discussion.**

# Small Group Discussion Participants

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Middle School					
	<b>ADMINISTRATION</b>		<b>ROOM 136</b>		
COLETTI	Cara Coletti	Margate Middle School			136
FIorentino	Jill Fiorentino	Seminole Middle	Teacher Rep	Assistant Principal	136
FLYNN	Christine Flynn	Deerfield Beach Middle		Principal	136
GENHOLD	Patricia Genhold	Bair Middle School		Assistant Principal	136
GONZALEZ	Emily Gonzalez	Sunrise Middle	Title One		136
GREEN	Angie Green	New River Middle	Volunteer Coordinator		136
GURREONERO	Melissa Gurreonero	McNichol		Assistant Principal	136
HAMM	Horace Hamm	McNichol		Principal	136
HARRIS	Lezondra Harris	Arthur Ashe Middle		Assistant Principal	136
LYONS	Mike Lyons	Indian Ridge Middle		Assistant Principal	136
MOREAU	Mitshuca Moreau	Sunrise Middle	Administration	Assistant Principal	136
MOSS	Christine Moss	Gulfstream Middle		Assistant Principal	136
NISSEN	Carol Nissen	Tequesta Trace Middle		Assistant Principal	136
PALACIO	Dorys Palacio	Glades Middle	SAC Rep	Assistant Principal	136
PASSMAN	Beth Passman	Tequesta Trace Middle		Speech Pathologist	136
PETELA	Lisa Petela	Westpine Middle		Clerical	136
RECCHI	Tina Recchi	Ramblewood		Principal	136
ZAGARI	Frank Zagari	Indian Ridge Middle		Principal	136

	<b>Business/Partner Rep</b>		<b>ROOM 117 &amp; ROOM 118</b>		
ALEXANDER	Jodi Alexander	Crystal Lake Middle	Business/Partner Rep		117
ALEXIS	Alix Alexis	Deerfield Beach Middle	Business/Partner Rep	PNC Bank	118
AUSTIN	Tammy Austin	Pioneer Middle School	Business/Partner Rep		117
BATES	Judy Bates	Apollo Middle	Business/Partner Rep		117
BRETZ	Rick Bretz	Olsen Middle	Business/Partner Rep		117
BUSH	Michael Bush	Millennium Middle School	Business/Partner Rep		117
CURTIN	Tim Curtin	Gulfstream Middle	Business/Partner Rep		118
DAUTZ	Murray Dautz	New Renaissance Middle	Business/Partner Rep		118
DUDLEY	Gwen Dudley	Arthur Ashe Middle	Business/Partner Rep		118
GHANN	Nicole Ghann	Forest Glen Middle	Business/Partner Rep		117
GOOS	Richie Goos	Indian Ridge Middle	Business/Partner Rep		117
LONG	Susan Long	Sunrise Middle	Business/Partner Rep		117
MCCAFFERTY	Audra McCafferty	Sunrise Middle	Business/Partner Rep		118
MCCORY	Patti McCory	Margate Middle School	Business/Partner Rep		117
MCLAIN	Ryan McLain	Westglades Middle	Business/Partner Rep		118
MONROE	Seth Monroe	Pines Middle	Business/Partner Rep		118
NUDDLEMAN	Alan Nuddleman	Tequesta Trace Middle	Business/Partner Rep		117
PRATT	Tom Pratt	Ramblewood Middle	Business/Partner Rep		118
RICHMOND	Ann Richmond	Bair Middle School	Sawgrass Lanes Bowling Center		118
ROBINSON	Joy Robinson	Lauderhill Middle	Business/Partner Rep		118
RODRIGUEZ	Rocio Rodriguez	Silver Lakes Middle	Business/Partner Rep		118
SCHLIENGER	Kate Schlienger	Seminole Middle	Business/Partner Rep	Whole Food	117
TBA	TBA	McNicol Middle School	Business/Partner Rep		118
TBA	TBA	Pompano Beach Middle	Business/Partner Rep		118
VELOSO	Grace Veloso	Young, Walter C. Middle	Business/Partner Rep		118
VETTER	John Vetter	Pompano Beach Middle	Business/Partner Rep		117



	<b>Extracurricular Club Rep</b>		<b>AUDITORIUM</b>	
<b>ALBERT</b>	Lori Albert	Westpine Middle	Extracurricular Club Rep	AUDITORIUM
<b>ATWOOD</b>	Ryan Atwood	Millennium Middle School	Extracurricular Club Rep	AUDITORIUM
<b>CUBOT</b>	Diana Cubot	New Renaissance Middle	Extracurricular Club Rep	AUDITORIUM
<b>FORD</b>	Delia Ford	Silver Lakes Middle	Extracurricular Club Rep	AUDITORIUM
<b>IONITA</b>	Marioara Ionita	Olsen Middle	Extracurricular Club Rep	AUDITORIUM
<b>KEITH</b>	Kathy Keith	Pines Middle	Extracurricular Club Rep	AUDITORIUM
<b>KELTS</b>	Mrs. Kelts	Ramblewood Middle	Extracurricular Club Rep	AUDITORIUM
<b>LAZO</b>	Sandra Lazo	Pioneer Middle School	Extracurricular Club Rep	AUDITORIUM
<b>MARTINEZ</b>	Maria Martinez	Nova Middle School	Extracurricular Club Rep	AUDITORIUM
<b>MUSTAFA</b>	Nadia Mustafa	Bair Middle School	Soccer parent	AUDITORIUM
<b>NELSON</b>	Bert Nelson	Rickards Middle	Extracurricular Club Rep	AUDITORIUM
<b>PATULLO</b>	Genna Patullo	Tequesta Trace Middle	Extracurricular Club Rep	AUDITORIUM
<b>SHAVER</b>	Phillip Shaver	McNicol Middle School	Extracurricular Club Rep	AUDITORIUM
<b>SHORE</b>	Gloria Shore	New River Middle	Extracurricular Club Rep	AUDITORIUM
<b>THOMPSON</b>	Melaine Thompson	Pompano Beach Middle	Extracurricular Club Rep	AUDITORIUM
<b>WADE</b>	Cheryl Wade	Sunrise Middle	Extracurricular Club Rep	AUDITORIUM

	<b>Extracurricular Club Rep</b>		<b>MEDIA CENTER</b>	
<b>AUSTIN</b>	Rita Austin	Arthur Ashe Middle	Extracurricular Club Rep	MEDIA CENTER
<b>BERNADIN</b>	Juny Bernadin	Deerfield Beach Middle	Extracurricular Club Rep	MEDIA CENTER
<b>CONNER</b>	Stacie Conner	Gulfstream Middle	Extracurricular Club Rep	MEDIA CENTER
<b>ELLIS</b>	Sharron Ellis	Dandy, William Middle	Extracurricular Club Rep	MEDIA CENTER
<b>FRIS</b>	Christine Fris	Coral Springs Middle	Extracurricular Club Rep	MEDIA CENTER
<b>HEISING</b>	Amy Heising	Young, Walter C. Middle	Extracurricular Club Rep	MEDIA CENTER
<b>HOWARD</b>	Saundra Howard	Lauderhill Middle	Extracurricular Club Rep	MEDIA CENTER
<b>KERBO</b>	Tosha Kerbo	Attucks Middle	Extracurricular Club Rep	MEDIA CENTER
<b>MCLEOD</b>	Janella McLeod	Lyons Creek Middle	Extracurricular Club Rep	MEDIA CENTER
<b>MUNEZ</b>	Elpidio Munez	Indian Ridge Middle	Extracurricular Club Rep	MEDIA CENTER
<b>MURPHY</b>	Lesley Murphy	Margate Middle School	Extracurricular Club Rep	MEDIA CENTER
<b>Reyes</b>	Lori Reyes	Beachside Montessori	Extracurricular Club Rep	MEDIA CENTER
<b>SLOWIK</b>	Daniel Slowik	Falcon Cove Middle	Extracurricular Club Rep	MEDIA CENTER
<b>WARD</b>	Tyla Ward	Crystal Lake Middle	Extracurricular Club Rep	MEDIA CENTER
<b>WILSON</b>	Ann Wilson	Forest Glen Middle	Extracurricular Club Rep	MEDIA CENTER



	<b>SAC Rep</b>	<b>ROOM 130</b>			
ALDERMAN	Barbara Alderman	Beachside Montessori	SAC Rep		130
ARLOTTA	Ofelia Arlotta	Falcon Cove Middle	SAC Rep		130
BATES	Jen Bates	Forest Glen Middle	SAC Rep		130
BELLABE	Kettyna Bellabe	Gulfstream Middle	SAC rep		130
BLOUNT	Karen Blount	Attucks Middle	SAC Rep		130
CARTER-MARTIN	Kimarya Carter-Mar	Dandy, William Middle	SAC Rep		130
COLEMAN	Deborah Coleman	Coral Springs Middle	SAC Rep		130
HEIBLUM	Carol Heiblum	Crystal Lake Middle	SAC Rep		130
JOHNSON	Deidra Johnson	Lauderdale Lakes Middle	SAC Rep		130
JONES	Jeanie Jones	Dandy, William Middle	SAC Rep		130
JONES	Jackie Jones	Indian Ridge Middle	SAC Rep		130
MCCLINTOCK	Emily McClintock	Deerfield Beach Middle	SAC Rep		130
MCDONALD	Raquel McDonald	Arthur Ashe Middle	SAC Rep		130
PALACIO	Dorys Palacio	Glades Middle	SAC Rep	Assist Princ	130
PORTER	Winfred Porter	Apollo Middle	SAC Rep		130
WILENSKY	Jason Wilensky	Bair Middle School	SAC Co-Chair		130

	<b>SAC Rep</b>	<b>ROOM 131</b>			
ARNOLD	Zae-Vista Arnold	McNicol Middle School	SAC Rep		131
BERKOWITZ	Nathan Berkowitz	Millennium Middle School	SAC Rep		131
DEVANT	Max Devant	Tequesta Trace Middle	SAC Rep		131
GONZALEZ	Theresa Gonzalez	New Renaissance Middle	SAC Rep		131
GRAHAM	Dorothy Graham	Lauderhill Middle	SAC Rep		131
GRFEENWOOD	Nadia Greenwood	Margate Middle School	SAC Rep		131
HOLNES	Jeff Holness	Lyons Creek Middle	SAC Rep		131
KINEARD	Audrey Kineard	New Renaissance Middle	SAC Rep		131
LEVINSON	Michael Levinson	Plantation Middle	SAC Rep		131
MCNALLY	James Mc Nally	Young, Walter C. Middle	SAC Rep		131
MURPHY	Bonnie Murphy	Ramblewood Middle	SAC Rep		131
SAMUELS	Pamela Samuels	New River Middle	SAC Rep		131
SCHWARTZ	Scott Schwartz	Pioneer Middle School	SAC Rep		131
SIEGEL	Andrew Siegel	Sunrise Middle	SAC Rep		131
SLESINSKI	Jill Slesinski	Nova Middle School	SAC Rep		131
SMITH	Kim Smith	Silver Lakes Middle	SAC Rep		131
SUYDAM	Patrina Suydam	Pines Middle	SAC Rep		131
TAYLOR	Sue Taylor	Westpine Middle	SAC Rep		131
VEGA	Cory Vega	Lyons Creek Middle	SAC Rep		131
YOUNG	Kim Young	Rickards Middle	SAC Rep		131



	<b>Teacher Rep</b>	<b>ROOM 133, ROOM 134 &amp; ROOM 135</b>			
ADER	Russell Ader	Westglades Middle	Teacher Rep		135
AKERS	Cheryl Akers	Deerfield Beach Middle	Teacher Rep		133
ALLEN	Tamika Allen	New Renaissance Middle	Teacher Rep		134
BROWN	Nicole Brown	Lauderdale Lakes Middle	Teacher Rep		134
CHALKER	Valerie Chalker	Sunrise Middle	Teacher Rep		135
CHARLES	Ernie Charles	Crystal Lake Middle	Teacher Rep		133
CHISHOLM	Helen Chisholm	Pines Middle	Teacher Rep		135
COKE	Krystal Coke	Millennium Middle School	Teacher Rep		134
COLVIN	Marie Colvin	Dandy, William Middle	Teacher Rep		133
COMISKEY	Mitch Comiskey	Forest Glen Middle	Teacher Rep		133
CORRELL	Thomas Correll	Gulfstream Middle	Teacher Rep		134
DE LA ROSA	Yolanda de la Rosa	Attucks Middle	Teacher Rep		133
DENT	Cynthia Dent	Westpine Middle	Teacher Rep		133
FACYSON	Latoya Facyson	Arthur Ashe Middle	Teacher Rep		133
FARIDI	Sophis Faridi	Indian Ridge Middle	Teacher Rep		134
GOLDING	Ashley Golding	Lyons Creek Middle	Teacher Rep		134
HIBBERT	Kawana Hibbert	McNicol Middle School	Teacher Rep		134
KEEFE	Melissa Keefe	Crystal Lake Middle	Teacher Rep		133
LAVARIAS	Stephanie Lavarias	Bair Middle School	Teacher Rep		133
LEFF	Jonathan Leff	Falcon Cove Middle	Teacher Rep		133
MAIER	Holly Maier	Rickards Middle	Teacher Rep		135

	<b>Teacher Rep</b>	<b>ROOM 133, ROOM 134 &amp; ROOM 135</b>			
MANLY-LAHEY	Erin Manly-Lahey	Pioneer Middle School	Teacher Rep		135
MARSALA	Nicole Marsala	Coral Springs Middle	Teacher Rep		133
MCDOWELL	Tanya McDowell	Pompano Beach Middle	Teacher Rep		135
O'FALLON	Katie O'fallon	New River Middle	Teacher Rep		134
PASSMAN	Paul Passman	Tequesta Trace Middle	Teacher Rep		135
PATCHETT	Katherine Patchett	Beachside Montessori	Teacher Rep		133
RAPPAPORT	Sarah Rappaport	Seminole Middle	Teacher Rep		135
RUBION	Bressy Rubion	Plantation Middle	Teacher Rep		135
SHELL	Lesley Shell	Margate Middle School	Teacher Rep		134
STOKES	David Stokes	Ramblewood Middle	Teacher Rep		135
TULLOCH	Peter Tulloch	Silver Lakes Middle	Teacher Rep		135
TURNER	Coral Turner	Lauderhill Middle	Teacher Rep		134
VAN LANDEGEND	Jon Van Landegend	Glades Middle	Teacher Rep		133
WALLS	Tina Walls	Olsen Middle	Teacher Rep		134
YAO	Jerome (Jerry) Yao	Nova Middle School	Teacher Rep		134
ZUCKER	Ann Zucker	Young, Walter C. Middle	Teacher Rep		134



	<b>Parent Rep - No affiliation</b>		<b>ROOM 119</b>	
BROWN	Eileen Brown	Forest Glen Middle	Parent Rep - No affiliation	119
DALY	Delia Daly	Beachside Montessori	Parent Rep - No affiliation	119
DESY	Brittany Desy	Lauderhill Middle	Parent Rep - No affiliation	119
GRULLION	Julia Grullion	Beachside Montessori	Parent Rep - No affiliation	119
HANTASH	Amica Hantash	Crystal Lake Middle	Parent Rep - No affiliation	119
JERELS	Crystal Jerels	Glades Middle	Parent Rep - No affiliation	119
JIMENEZ	Francis Jimenez	Westpine Middle	Parent Rep - No affiliation	119
LANZETTA	Chris Lanzetta	Rickards Middle	Parent Rep	119
LEE	Lisa Lee	Falcon Cove Middle	Parent Rep - No affiliation	119
LINGARD	Genny Lingard	Gulfstream Middle	Parent Rep - No affiliation	119
NAMANIC	Marla Nemanic	Lyons Creek Middle	Parent Rep - No affiliation	119
PATANOVIC	Kim Potanovic	Coral Springs Middle	Parent Rep - No affiliation	119
REISS	Mariam Reiss	Indian Ridge Middle	Parent Rep - No affiliation	119
SNYDER	Christine Snyder	Bair Middle School	Parent Rep - No affiliation	119

	<b>Parent Rep - No affiliation</b>		<b>ROOM 122</b>	
AYALA	Linda Ayala	Ramblewood Middle	Parent Rep - No affiliation	122
CADET	Melina Cadet	Nova Middle School	Parent Rep - No affiliation	122
CANAVERAS	Lorena Canaveras	New River Middle	Parent Rep - No affiliation	122
CHANBLISS	Donna Chambliss	Silver Lakes Middle	Parent Rep - No affiliation	122
EPTAIN	Rolanda Epstein	Olsen Middle	Parent Rep - No affiliation	122
GREGG	Candace Gregg	Pompano Beach Middle	No Affiliation	122
JONES	Troy Jones	New Renaissance Middle	Parent Rep - No affiliation	122
MENDEZ	Miriam Mendez	Margate Middle School	Parent Rep - No affiliation	122
NELSON	LaTaunya Nelson	McNicol Middle School	Parent Rep - No affiliation	122
ORTIZ	Raul Ortiz	Young, Walter C. Middle	Parent Rep - No affiliation	122
REID	Tanya Reid	Plantation Middle	Parent Rep - No affiliation	122
RICHSTONE	Lorraine Richstone	Deerfields Beach Middle	Parent Rep - No affiliation	122
SHIPMAN	Darlene Shipman	Pioneer Middle School	Parent Rep - No affiliation	122
SIMON	Yonel Simon	Crystal Lake Middle	Parent Rep - No affiliation	122
TERRIS	Michele Terris	Tequesta Trace Middle	Parent Rep - No affiliation	122
TUCCI	Lydia Tucci	Seminole Middle	Parent Rep - No affiliation	122



	<b>PTA or SAF</b>	<b>ROOM 125</b>			
BERARDI	Cheri Berardi	Coral Springs Middle	PTA or SAF		125
BLANCO	Mechelle Blanco	Forest Glen Middle	PTA or SAF		125
BRANKER	Doris Banker	Westpine Middle	PTA or SAF		125
BRANDT	Kristina Brandt	Crystal Lake Middle	PTA or SAF		125
CHEDDA	Jenny Chedda	Lauderhill Middle	PTA or SAF		125
CURRY	Lisa Curry	Arthur Ashe Middle	PTA or SAF	and Parent Rep - No affiliation	125
COLEMAN	Melissa Coleman	Dandy, William Middle	PTA or SAF		125
CORTINA	Lisette Cortina	Glades Middle	PTA or SAF		125
COSBY	Bea Cosby	Beachside Montessori	PTA or SAF		125
FARQUHAR	Angel Farquhar	Apollo Middle	PTA or SAF		125
GIUGNI	Veronica Giugni	Lyons Creek Middle	PTA or SAF		125
JOHNSON	Sammie Johnson	Lauderdale Lakes Middle	PTA or SAF		125
JONES	Ruthie Jones	Dandy, William Middle	PTA or SAF		125
KROHN	Caroline Krohn	Indian Ridge Middle	PTA or SAF		125
LANKE	Carl Lanke	Glades Middle	PTA or SAF	SAF Chair	125
LOUIS	Yoleine Louis	Attucks Middle	PTA or SAF		125
MCVAY	Christie McVay	Deerfield Beach Middle	PTA or SAF		125
RYAN	Shirlie Ryan	Bair Middle School	PTA or SAF		125
SOUTHWICK	Barbara Southwick	Gulfstream Middle	PTA or SAF		125
STONE	Maria Stone	Young, Walter C. Middle	PTA or SAF		125
STORY	Heather Story	Indian Ridge Middle	PTA or SAF		125
SWAB	Lesley Swab	Margate Middle School	PTA or SAF		125
VALENZUELA	Adriana Valenzuela	Falcon Cove Middle	PTA or SAF		125

	<b>PTA or SAF</b>	<b>ROOM 126</b>			
BRAVO	Janet Bravo	Pines Middle	PTA or SAF		126
BRAZIEL	Kristina Braziel	Plantation Middle	PTA or SAF		126
BUCKLES	Marci Buckles	Sunrise Middle	PTA or SAF	PTA	126
CABRERA	Marisol Cabrera	Millennium Middle School	PTA or SAF		126
CATSICAS	Stephanie Catsicas	Pompano Beach Middle	PTA or SAF		126
CONZA	Amy Conza	Westglades Middle	PTA or SAF		126
COUTURE	Karen Couture	Tequesta Trace Middle	PTA or SAF		126
CUELLAR	Tracey Cuellar	New River Middle	PTA or SAF		126
ELLISON	Tiaya Ellison	Olsen Middle	PTA or SAF	SAC Rep	126
FAIR	Charmaine Fair	Silver Lakes Middle	PTA or SAF		126
HAVASS	Gregg Havass	Ramblewood Middle	PTA or SAF		126
HERSEY	Lori Hersey	McNicol Middle School	PTA or SAF		126
HORTON	Barbara Horton	Seminole Middle	PTA or SAF		126
HOUSTON	Latoya Houston	New Renaissance Middle	PTA or SAF		126
LANG	Susan Lang	Young, Walter C. Middle	PTA or SAF		126
LESCHHOM	Amy Leschhorn	Silver Trail Middle	PTA or SAF	PTA Treasurer	126
NOBLES	Carolyn Nobles	Rickards Middle	PTA or SAF	PTSA Pres	126
PATELLA	Jodi Patella	Nova Middle School	PTA or SAF		126
PIVOWAR	Cherri Pivowar	Silver Trail Middle	PTA or SAF	SAF Sec.	126
POU-OTIZ	Kenia Pou-Otiz	Young, Walter C. Middle	PTA or SAF		126
SCHULTZ	Steve Schultz	Pioneer Middle School	PTA or SAF		126
SMITH	Herman Smith	Olsen Middle	PTA or SAF		126
SMITH	Pam Smith	Sunrise Middle	PTA or SAF	SAF	126



# Questions for Group Discussions

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## **Business/Partner**

1. What are you looking for from your public school?
2. Do your children attend public school?
3. Do your employees' children attend public school?
4. What has been your best experience with the public schools?
5. What has been your worst experience with the public schools?
6. How do you perceive parent and community involvement?
7. Do you feel that you have an impact on school governance?
8. Do you feel you have the support of the students? The teachers? The administration?
9. What types of activities do you do? What is the impact on students?
10. Is the school educating the students at your high school with the skills they will need to succeed in the work force? In your business?
11. If you chose to support public education Is there something you would like to work on that has never been mentioned or suggested to you?
11. Do you have any suggestions for new initiatives or programs that could enhance parent/community involvement?



**PARENT REPRESENTATIVE OF SAF AND/OR PTA**

Please answer the following questions, circling all that apply.

1. How many children do you currently have in school? \_\_\_\_\_  
Are they in  
Pre-school  
Elementary  
Middle  
High
2. Do your children attend  
Neighborhood School  
Magnet School  
Charter School
3. When are your meetings held?  
Morning before work?  
Mid Morning  
Early afternoon  
After school  
In the evening
4. Is this meeting time convenient for parents and community members?  
Yes                                  No
5. How many people belong to your organization? \_\_\_\_\_
- 6.
7. How many people attend meetings? \_\_\_\_\_

## **DISCUSSION QUESTIONS**

How do you perceive the role of your organization in your high school?

What have been your most successful initiatives?

What have been your most notable failures?

Describe our interaction with other school organizations?

Does the District support the efforts of your school?

Do you have any suggestions for new initiatives or programs that could enhance parent/community involvement?



**PARENT NOT AFFILIATED WITH AN ORGANIZATION**

**Please answer the following questions circling all that apply**

**1. How many children do you currently have in school? \_\_\_\_\_**

**Are they in**

Pre-school

Elementary

Middle

High

**2. Do your children attend**

Neighborhood School

Magnet School

Charter School

Private School

**3. Have you ever been a member of**

School Advisory Council (SAC)

School Advisory Forum (SAF)

PTA/PTSA

Booster Club

Other School Organization

**4. Have you ever volunteered**

a) In the classroom

b) As a homeroom parent

c) Field Trip Chaperone

d) In the Library

e) Team Coach

f) Activity Sponsor

g) School Fundraising

h) Other

**5. Which of the following reasons have kept you from volunteering?**

- Childcare
- Don't feel welcome
- Same group of parents always in charge
- Don't feel I have anything to contribute
- Time commitment
- Language barriers
- I feel excluded
- Work Schedule
- Volunteer activities don't match my schedule
- My child does not want me to be involved
- I was told they did not need my help

**6. It is most important to volunteer when children are in**

- Elementary School
- Middle School
- High School

**7. Do you know what volunteer opportunities exist on campus?**

Yes                      No

If yes, how do you find out?

- a) Email
- b) School Webpage
- c) Robocall
- d) Phone tree
- e) Mailings
- f) School Marquee
- g) Flyers

Other (please list) \_\_\_\_\_

**8. If you chose to support public education Is there something you would like to work on that has never been mentioned or suggested to you?**

**9. Do you have any suggestions for new initiatives or programs that could enhance parent/community involvement?**



## **DISCUSSION QUESTIONS**

1. Describe the "Involved Parent".
2. What is the impact of parents on school governance?
3. Under what circumstances would you get involved?
4. What would it take to get others involved?
5. What are the greatest barriers to parent involvement in High School?
6. If you chose to support public education Is there something you would like to work on that has never been mentioned or suggested to you?
7. Do you have any suggestions for new initiatives or programs that could enhance parent/community involvement?

## SCHOOL ADVISORY COUNCIL REPRESENTATIVES

1. WHAT IS THE COMPOSITION OF YOUR SCHOOL ADVISORY COUNCIL?
2. HOW MANY REGULARLY ATTEND?
3. HOW MANY WAIVERS DO YOU HAVE?
4. WHAT IS THE LEVEL OF SUPPORT FOR YOUR WAIVERS FROM THE
  - A. COMMUNITY
  - B. PARENTS
  - C. TEACHERS
  - D. THE SCHOOL DISTRICT
5. WHAT IS THE LEVEL OF SUPPORT FOR YOUR SCHOOL ADVISORY COUNCIL FROM THE
  - A. COMMUNITY
  - B. PARENTS
  - C. TEACHERS
  - D. SCHOOL DISTRICT?
6. DOES YOUR SCHOOL ADVISORY COUNCIL DRAFT THE SCHOOL IMPROVEMENT PLAN?
7. DOES YOUR SCHOOL ADVISORY COUNCIL HAVE INPUT INTO THE BUDGET? HOW WOULD YOU RATE THE IMPORTANCE OF THIS INPUT?
8. WHEN DOES THE SCHOOL ADVISORY COUNCIL MEET? IS THIS A CONVENIENT TIME FOR PARENTS AND COMMUNITY MEMBERS?
9. WHAT IS THE MOST EFFECTIVE METHOD OF COMMUNICATION FOR YOUR SCHOOL ADVISORY COUNCIL?
  - A. EMAIL
  - B. SCHOOL WEB PAGE
  - C. ROBOCALL
  - D. PHONE TREE
  - E. MAILINGS
  - F. SCHOOL MARQUEE
  - G. FLYERS
  - H. OTHER (PLEASE LIST)



10. DO YOU FEEL THE SCHOOL ADMINISTRATION HAS TOO MUCH CONTROL OVER THE SCHOOL ADVISORY COUNCIL?
11. DO YOU FEEL THE SCHOOL ADVISORY COUNCIL FULFILLS THE INTENT OF THE LEGISLATION?
12. DO YOU FEEL EMPOWERED TO MAKE A DIFFERENCE IN THE SCHOOL?
13. AS A MEMBER OF THE SAC DO YOU FEEL ANY RESPONSIBILITY FOR ANY FAILURES IN YOUR SCHOOLS PLAN?
14. WHEN BUDGET CUTS WERE MADE THIS YEAR, WERE YOU INCLUDED IT THE DECISION MAKING PROCESS?

### **DISCUSSION QUESTIONS**

15. WHAT HAS BEEN THE GREATEST SUCCESS OF YOUR SCHOOL ADVISORY COUNCIL IN THE PAST TWO YEARS?
16. WHAT HAS BEEN THE GREATEST FAILURE OF YOUR SCHOOL ADVISORY COUNCIL IN THE PAST TWO YEARS?
17. HOW DO YOU RECRUIT MEMBERS FOR YOUR SCHOOL ADVISORY COUNCIL?
18. DO YOU HAVE ANY SUGGESTIONS FOR NEW INITIATIVES OR PROGRAMS THAT COULD ENHANCE PARENT/COMMUNITY INVOLVEMENT



## DISCUSSION QUESTIONS

1. Describe the "Involved Parent".
2. What is the impact of parents on school governance?
3. Under what circumstances would you get involved?
4. What would it take to get others involved?
5. What are the greatest barriers to parent involvement in High School?
6. If you chose to support public education Is there something you would like to work on that has never been mentioned or suggested to you?
7. Do you have any suggestions for new initiatives or programs that could enhance parent/community involvement?

## TEACHERS

How you perceive parent involvement? Community involvement?

List positives about parent/community involvement.  
Give best example in last 12 months

List negatives about parent/community involvement.  
Give example in last 12 months

What kind of support would you like to see from the parents and school organizations?

What could the community do to better support you in the classroom?  
some suggestions:

- a) recognize student success
- b) recognize outstanding teachers
- c) provide mentors
- d) provide internships
- e) assist with career education
- f) augment opportunities in the arts
- g) provide jobs for students
- h) offer community service opportunities

Do you have children in school? If yes, do you volunteer in their school?

Is the school administration supportive of parental involvement? The School District?

What ideas do you have for improving or increasing parental involvement?

If you chose to support public education Is there something you would like to work on that has never been mentioned or suggested to you?

Do you have any suggestions for new initiatives or programs that could enhance parent/community involvement?

**High School Forum**



**Middle School Forum on Parental/Community Involvement  
November 2, 2011  
7:00 p.m.**

**Discussion Questions**

**Extracurricular Club Leader**

- 1) How many members belong to your club? How many are active?
- 2) What is the role of clubs in education?
- 3) How many Clubs are active on your school campus? What activities do they support?
- 4) How long have you been involved with the Club?
- 5) What are the main reasons your members belong to the Club?
  - a) Fundraising supports school project
  - b) Fulfills a need ( please list)
  - c) Supports academic success
  - d) Social opportunity
  - e) Offers an opportunity to work with teachers.
  - f) Offers an opportunity to participate in sports
  - g) Chance to give back to the community
  - h) Required
  - i) Other – please list \_\_\_\_\_
- 6) Have you seen a decline in participation in Clubs? An increase? Please explain why you think participation increased or declined.
- 7) Describe one successful project and list three reasons why it was successful.
- 8) Describe one unsuccessful project and list three reasons why it was unsuccessful.
- 9) What impediments to success have you encountered in the past year?

- 10) Does your club provide any financial support to the school? If so, what is the level of financial support your organization provides to the school?
- 11) Does the community provide any support to your organization? Please be specific.
- 12) Does the school support your organization? Please list specific types of support.
- 13) List 5 things that positively impact parent/community involvement.
- 14) Does the school administration support your organization?
- 15) Does the School District support your organization?
- 16) How do you communicate with your members and others?
- a) Email
  - b) School Webpage
  - c) Robocall
  - d) Phone tree
  - e) Mailings
  - f) School Marquee
  - g) Flyers
  - h) Other (please list) \_\_\_\_\_
- 17) If you chose to support public education Is there something you would like to work on that has never been mentioned or suggested to you?
- 18) Do you have any suggestions for new initiatives or programs that could enhance parent/community involvement?



# Summaries of Group Discussions

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**Middle School Forum – October 2, 2011**

**Indian Ridge Middle School, Room 125**

**SAF/PTA Representative Focus Group Meeting Minutes**

Attendees (Middle School/Committee Affiliation): Cheri Berardi (Coral Springs Middle School and Plantation High/PTA/SAC/SAF/PTSO), Mechelle Blanco (Forest Glen/SAF/PTA), Doris Branker (Westpine/PTO), Eileen Brown (Parent Observer) Lissette Cortina (Glades/SAF/PTSA), Robyn Harper (Beachside Montessori/SAC/SAF/PTSA), Carolyn Krohn (Indian Ridge/PTA), Melodee Putt (School Outreach Subcommittee), Shirlie Ryan (Bair/SAF), Barbara Southwick (Gulfstream/SAC/PTSA), Maria Stone (Walter C. Young/PTSA), Adriana Valenzuela (Falcon Cove/PTA/Volunteer Coordinator)

The meeting was called to order at 7:30 p.m. with a welcome from the School Outreach Subcommittee Co-Chair (facilitator), who asked each attendee to refrain from using their cell phones during the meeting and to respect the open discussion format and the opinions expressed by the other focus group representatives. Then they were asked to complete the SAF/PTA questionnaire.

Discussion ensued during questionnaire completion with each person being asked to introduce themselves and the school and organization they represent when responding to a discussion question for the first time. All attendees indicated they had children or grandchildren in various levels of public school. One parent's child is attending a magnet school.

Representatives from the various school organizations indicated a wide range of timeframes for their SAF/SAC/PTA meetings. More than one organization alternates meetings every other month between morning and afternoon/evening to accommodate different parents' schedules. The alternate meeting schedule does affect the consistency of the same core of parents being able to attend each month but also allows a greater number of parents to be involved. One attendee indicated a higher number of business people attending morning meetings (one hour prior to school start) while other parents are better able to fit in the afternoon/evening meetings.

The number of PTA members varied widely in this representative group of schools, from a very small number to a high of approximately 1400. However, it was noted that paid membership does not necessarily equal actively involved parents. Geographic location and demographics (perhaps indicating socioeconomic status of the majority of parents in that area) and parent schedules seem to be a big factor in the level of parent participation. More than one representative mentioned that extracurricular activities -- particularly sports, homework, meal time and family time -- affect their ability to participate in afternoon/evening meetings.



Some focus group representatives feel like parents do not understand what SAF/PTA is, which affects their willingness to participate. They suggested that the role of the PTA needs to be explained to parents. Mission, purpose, fundraising and programs that PTA supports is stated and supplied to parents at the beginning of the school year. One representative stated that she wanted to separate her SAF/SAC groups instead of combining their meetings because they "lose" the parents within 15 minutes of the start of the SAC meeting.

One attendee suggested that cultural ideas of the role they should play in the schools influence a lack of participation. In some cultures, it is seen as disrespectful and as questioning the authority of the teachers or school administrators if you voice your opinion. Some cultures are more actively involved in their religious organizations. One representative noted that many of her school's "small minority of white students come from homes where the main language spoken is Russian," which may explain why "that population categorized as 'white' did not score very well on the BAT test." This representative also stated that many residents who live outside of Community Redevelopment Areas may not be aware of the hardships faced by those living inside the CRA's. The city where this attendee's school is located has a strong Education Advisory Committee, with the Mayor and City Commissioner actively working with local school principals and staff to address diversity issues. One focus group participant asked the other representatives if their own parents had been actively involved in their schools when they were young and suggested that today's parents may be enabling their kids by being over-involved in things like homework that should be the responsibility of the child and re-teaching, which is the responsibility of the teacher.

Some representatives expressed the opinion that membership dues discourage parents from becoming involved and intimidate parents who are struggling just to put food on the table. One representative suggested that funding should be "equitable" instead of "equal." Another indicated that the higher school taxes collected from those in the more well-to-do areas balanced out the "equal/equitable" consideration and expressed dissatisfaction with Title I schools having the ability to access funding and benefits not offered to other schools. Parents get discouraged by this inequity.

When asked how they perceive the role of their organization in the middle schools, many indicated that it has changed over the years from providing for desires and niceties to providing for needs such as basic school supplies and technology. Educational support was also mentioned. One attendee stated that their organization is viewed as more "transient" in middle school since the students attend for a shorter period of time than in either elementary or high school. Others felt like their organization is more appreciated by school administration because of the drop-off in parent participation from elementary to middle school.

In answer to how their children view their role in the schools, the attendees who responded seem to think that their kids are ambivalent. They are still at the age where they want the connection with their parents but don't appreciate their friends being aware of that need and also may not like that their parents are close enough to keep tabs on their



behavior and school performance. It was also stated, though, that children respond differently.

In response to the question of what their most successful initiatives have been, a couple of representatives mentioned that they call on parents for numerous fundraising donations: cookies, wrapping paper, raffles. One organization raises funds by allowing students, for a fee, to be involved in a jog/walk and, depending on the donation amount, the students receive a t-shirt and are excused from class to attend a dance during school hours. Another group asks for donations when they send out their meeting notices. One committee had a great turnout at a free dinner for parents/students, subsidized by a community organization, which also involved a gang education and awareness presentation from their local police department. One group takes full advantage of social media, using Facebook for SAC/SAF/PTA information dissemination and employing paperless presentations with parents being provided the appropriate links. One committee has found some measure of success with "Meet & Greets." Weekly robocalls and e-mails that provide an agenda of upcoming meetings/events were also mentioned as a good resource for increased parent participation. Guest speakers are seen as one way to motivate parents to attend meetings. Also, the idea of honoring a "Student of the Month" from each grade level at PTA meeting has had success in bringing new parents into PTA.

Following are suggestions made by the focus group representatives on ways to increase parent/community involvement. A friendly, welcoming environment should start at the local school level, with the school administration. Parents should be made to feel welcome when they participate in committee meetings. Those who are newcomers may feel a little uncomfortable at first and simple things like supplying name tags at meetings so each person can be addressed by name can help alleviate their uneasiness. Recycled file folders cut in half could serve as name plates. Schools should make a better effort to reach out to parents. They have gone from reaching out to parents to expecting parents to reach out to them via website for example. This presents obstacles (particularly for middle and high school) such as parents having to go to more than one place to obtain information from more than one teacher and about various events. When asked how many of the focus group representatives actually go to the Broward Schools website searching for information, only a small number of attendees responded that they did. Many responded that they are too busy to try to access information in this way.

One representative, who is also a retired teacher, said that those in retirement like to feel needed and would respond positively if requested to help by the schools. Others continued that thought by saying that many retirees, not just teachers, would like to be involved. Mention was made of one city that not only encourages this kind of help from their retired population but also provides the transportation to facilitate their volunteers' participation. Reaching out to Educational Advisory Boards in their local municipalities was suggested. Another idea was to offer mentoring for parents who may be uninvolved due to lack of education.

When asked if they felt like their efforts in the schools were supported by the District, the response was overwhelmingly negative. Some appreciate the recognition of volunteers



and the creation of the Parent/Community Involvement Task Force. One representative suggested that in order to increase parent involvement, efforts need to start from the bottom up in local communities' government, business and organizations.

The meeting was adjourned at 8:50 p.m.



# Broward County Public Schools

## Parent/Community Involvement Task Force

### Group Notes

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Business Partner Group (High School Forum)  
Indian Ridge Middle, 7:00 PM – 9:00 PM

Facilitator: Todd Sussman

Participants: Patrick Eloi, Tim Maxwell, Ryan McLain, Nancy Unger-Fink,  
Jacqueline Valcourt

1. What are you looking for from your public school?

- Highest quality education
- Preparing students to be college-ready
- A well-rounded education (not just FCAT prep)
- Spirit, sports activities, and vocational courses
- Less homework (gifted kids have too much homework – it's like a punishment if you are gifted)
- Maximize each student's potential
- More sports available in middle schools

2. Do your children attend public school?

- 2 of the 5 participants answered "yes." The other 3 answered "no."

3. Do your employees' children attend public school?

- 4 of the 5 participants answered "yes." The other 1 answered "no."

4. What has been your best experience with the public schools?

- As a National Academy Foundation business partner, two teachers and a student presented at our conference.
- Students came to my farm to work with animals, including horses.
- A trip to Greece and Italy with 19 students



- A technology competition – the students were very intelligent
- Working with the administration – to provide a drivers' education / substance abuse course
- West Broward High sets a great example for other high schools; they have exceptional leadership, well-rounded.

5. What has been your worst experience with the public schools?

- Administration and fees change every year.
- Sometime administration is not available to talk to business partners.
- Unfriendly principal (to business partners and to parents)
- Volunteers are turned down when they could be utilized.
- Administration – when dealing with people – seems to be on a power trip .
- Principals are not educated enough on business.
- Principal screams at parents (not necessary)
- Need to make business people feel welcome, especially new partners
- Needs a better-defined goal, for the good of the students and the school
- Need to open doors for students' opportunities, including internships and shadowing
- Need to improve basic standards for principals in dealing with businesses
- Need to teach business skills needed to achieve success

6. How do you perceive parent and community involvement?

- Broward Virtual School is more personal. The parent involvement is excellent, there is lots of involvement. There are even clubs now for students.
- Not enough parents involved in high schools.
- The good schools are friendly.
- There is less parent involvement in middle schools and high schools.
- The environment and the leadership are welcoming; this is school driven.

7. Do you feel that you have an impact on school governance?

- Yes, at the Virtual School. Good parent-teacher-student interaction.
- Yes, when parents in the community speak up.
- Yes, regarding input on the curriculum, clubs, and activities.
- There is a little input from businesses; some schools take ideas to teach (in the curriculum)

8. Do you feel that you have the support of the students? The teachers? The administration?

- Yes, students support business partners, especially when hands-on experience is provided.
- There is occasional support from teachers and administration. It depends on the school. It is either excellent or poor.
- Yes, there is great support from the students, teachers, and administration.
- There are strong relationships with UPS and McFatter.
- McFatter allows internships with different partners.
- Some schools are very welcoming but not very business friendly. They want money for food or goods but do not facilitate internships or shadowing to expose students to local businesses.
- There need to be better business and school interactions.
- The business and school interactions are better at vocational schools.
- Some schools allow business partners to put up posters and distribute materials; others do not. It varies by school. There should be consistency (standard policy).
- The school/ business partnership should be a win-win, mutually beneficial, not one-sided.
- Most programs (businesses) give to the school but never get back in return.

9. What types of activities do you do? What is the impact on students?

- Financial planning – opportunity for students to have internships, and to get picked and paid for work.
- Pre-veterinarian program – students visit a farm. This teaches students to care for animals and check out animals, listening with stethoscopes. Sometimes students get hired. There are job opportunities.
- UPS –allows students to develop technology skills and web software programs. Students can shadow, become interns, and get hired.
- All-State online traffic school provides a substance abuse class.
- Dr. Valcourt, Chiropractor, has hired students who interned in the past. Now internships and shadowing are rare. The schools do not make it known this is available.

10. Is the school educating the students at your high school with the skills they will need to succeed in the work force? In your business?

- Yes, regarding drivers' education.
- Virtual school prepares them for the real world.
- It is improving, but it is up to the principals and the School Board to allow special classes like Home Economics, financial courses, and trade courses.



- UPS and the schools have a successful partnership that provides students with skills they can use in the work force.
- Every school should teach Business and Finances to all students.
- McFatter students graduate with certifications.
- West Broward High offers excellent courses and specialties for students, to help them succeed in the work force.

Middle School Forum (PCITF) Notes, Indian Ridge Middle – 11/2/2011  
Co-curricular Activities

***Number of Active Members in the clubs***

- 40 - soccer,
- 169 - National Junior Honor Society (NJHS)
- 115 - NJHS (diff. school)
- 20 - robotics
- 400-500 - band
- 100-150 - Athletics
- 600-700 - kids at Pines Middle clubs et al
- (Just beginning) - debate, Scrabble, chess

***Role of clubs in education***

- Coordinator of all of the clubs (in one school) – beneficial for many reasons: Build morale, passion, breathe life in the school. Get children to experience as many things as possible so they can pick a direction in life, explore options and build on interests.
- Motivation, a sense of team, a sense of belonging. As a teacher you get to experience students on a different level and from a different role with the kids. These student-athletic experiences are just as important as those in the classroom.
- The band program is supported by the principal. So many kids are in it because they love it, the camaraderie, learning an instrument, the fun. Parent has some issues with what's happening with band, but the program is still intact. They learn confidence through their experiences in performances.
- Kids learn "Gracious Professionalism," research, engineering, building. The kids learn to share ideas and learn from each other.
- FUN! Over the years a lot of things have disappeared and the sense of fun in learning can be hard to find. Through participation in NJHS, soccer, cheerleading, the kids have a chance to express a sense of self and have fun with their friends and a teacher/club sponsor present.
- Chess, Scrabble, Debate clubs. Provide avenues to excel outside the classroom where some might not have the opportunity to excel in athletics. Academic-related clubs are getting more interest at this school because the teachers and students have a passion.



- The purpose of the co-curricular activities teach responsibility and ownership. Students that are involved graduate. Building

***How long have you been involved in the clubs?***

- 5 years.
- This is the first year.
- 5 years and 3 years for the different clubs.
- Athletic director, coach 3 years.
- 1<sup>st</sup> year of school-wide activities. MAST Academy in Miami was the model for this participant's school where every student is involved in a club for 40 minutes each week. A boost in morale; everyone wants to participate. No homeroom, but first hour is 90 minutes. Restructured schedules when they do the club day.
- 1<sup>st</sup> year

***What is the main reason your students are involved in the club?***

Choices:

- A. Fundraising
- B. Fulfills a need
- C. Supports academic success
- D. Social opportunity
- E. Offers an opportunity to work with teachers
- F. Sports
- G. Chance to give back to the community
- H. Required
- I. Other

- NJHS is by invitation. Students want to give back.
- Social Opportunity
- Other (by invitation) G (give back to the community)
- All of the above
- A, F, G.
- All of the above. Sense of belonging. Required.
- All of the above
- All of the above.

***Have you seen an increase or a decline in participation?***

- Because kids are being required to do more at home, looks like a decline. Teachers aren't excited about staying longer for no pay.
- It's about the same.
- The band program has increased. No minimum requirement for students in this elective, the number of students is huge. The kids are learning an

instrument for free. Band and PE are increasing in size because scheduling is convenient.

- An increase because the club didn't exist last year.
- Members are steady, but active members have declined. The kids say it's because no one can bring them back to school. If it's before school, they can't get a ride in the morning.
- First year, so it's an increase.
- Increase. Drama is a good place to go. Steady for the after-school co-curricular activities. They want to be a part of the team. Membership is pretty high.
- First come, first served. Depending on the activities, the kids are given a chance to participate and the NJHS activities

***Describe one successful project and list 3 reasons why they were successful.***

- Visiting with the elderly. The kids wanted to do it. See the appreciation from the people they visit.
- School Play. Broadway Cares / Equity Fights AIDS. 1. Affects everyone. 2. Raised money through ticket sales. 3. The impact hits home.
- Haven't gotten there yet.
- Breast cancer awareness. 1. Breast cancer touches a lot of people, so it's personal. 2. Sense of pride. 3. Businesses get involved
- Field trip to Restaurant. 1. Support the learning, 2. Engaged the students, 3. Bonding time for the teams
- Make-a-Wish 1. Performance 2. Fundraise for tickets to Disney 3. Workshops from performers at Disney to teach the kids.
- Basketball try-outs. Participant invites kids out to the tryouts to be a part of the team for a short time. They feel a sense of togetherness with the team even if they haven't made the team.
- Kids designed games for Dave & Busters.

***Describe an unsuccessful project and 3 reasons why it wasn't successful.***

- In the past, too many teams for one person meant not enough attention to each team. 1. Volunteers were scarce. 2. Not enough time by one teacher to handle effectively.
- Movie Night Fundraiser. 1. Not enough volunteers. 2. Spread out too thin.
- Any projects that weren't successful didn't have enough volunteers.
- Failed projects were missing
- Flamingo Gardens Haunted House, a former student works as a zookeeper. 1. Parents were required to stay with the kids, so kid volunteers went from 36 to zero. 2. Kids may not have been interested in doing the event with parents. 3. Parents might not have had the time.



- Hoops for Hope – 1. Teachers volunteered to play then backed out at the end.
- 2. The principal changed their mind. 3. Interest dwindled.

***What impediments to success do you encounter?***

- If there's a possibility of unruliness or some crazy fun, it seems to be steered away from.
- Purchasing. I understand that there are many people who have the window to take advantage of the money in school budgets, but having to wait for budget freezes or 6 weeks of processing seems to steer people away from putting up their own money.
- None
- Equipment that needs to be replaced because things break or fall apart. Faulty equipment.
- Commitment from parents. Picking up students on time from after-hours events.
- Kids are involved in a lot of other activities and school activities end up not being the priority.
- Prices of tickets for admission to school sporting events. Even parking fees at sporting events?
- Growing up we did everything at school. Now, we have other avenues to have kids participate through other parts of the community (private businesses, YMCA, football clubs).

***Does your club provide any financial support to the school? What level?***

- No
- Yes
- Used to
- No
- Yes
- Yes, fundraising – homeroom class funds FCAT Saturday (partially), food for field day, principal needs money she comes to me.
- Pay for themselves.

***Does the community provide any support?***

- No
- Yes, local music stores provide repairs at a discounted.
- Yes, fundraising through partnerships.
- Yes
- Yes, Chipotle gives 50% back!
- Yes. Time and donation. A masseuse that gives massages for a donation.

***Does the school support your organization? How?***

- Yes – approval for funding.
- Yes – new equipment.
- Yes – fundraising time.
- Yes – designated room for the club that isn't used by anyone else.
- Yes.
- Yes, very encouraging.

***List 5 things that positively impact parent and community involvement with your club.***

- If their child is involved, it makes it important. Food!
- Find a way to get them out there.
- A connection to what's going on with the club and how they can help might get them in.
- A kickback.
- Personal connection.
- Planning activities, like movie nights. Come enjoy family time.

***Does the school administration support your organization?***

All: yes

***Does the District support your organization?***

All: yes.

***How do you communicate with your members and others?***

- Club website linked to school website.
- School website, t-shirts,
- Flyers, agendas, Facebook page for the club.

***If you chose to support public education is there something you'd like to work on or that hasn't been mentioned or suggested to you?***

- Vocational education at the middle school level.
- Burnout. There is a lot of demand on the kids including A.P. classes, clubs, tests, being in band is a huge program.
- Limiting the number of things that everyone is responsible for and all the initiatives that are pushed onto schools. The extra initiatives that teachers are being asked to implement are causing a loss of quality and time spent on curriculum and co-curricular planning.
- A specialist that could come and support co-curricular activities to share careers and bring ideas and experiences to kids that they wouldn't get



without co-curricular activities. Career Day is only one time a year and some schools don't even have it. For the ones that do, some parents cannot attend that day. Spread out the opportunity for parents to come to the school throughout the year and share their careers (i.e. a parent who is also a chef can prepare a meal, etc.).

- We don't promote ourselves too well. We should be promoting the positives that are happening in our school. We expect the world to know what's good about our profession, but we're not getting the marketing out there. Confrontational approaches are more prominent than supportive.
- Very low parent involvement due to very high Free and Reduced Lunch. Ask parents to volunteer 2 hours at school so in return their children can participate in an activity. This can get parents of students that may not have opportunities to help out and get a chance to go on a field trip based on parent time volunteered to the school.
- Teachers/administrators aren't always open to new ideas.
- Purchasing through the school district is wasteful because we can buy materials for half the price that the school's vendors charge the district. This deters parents from fundraising when their dollars don't go as far as they should.

***Do you have any suggestions for new initiatives or programs that would enhance parent/community involvement?***

(These ideas are incorporated in the answers to the previous questions above.)

**Comments taken from the Middle School Forum ~  
November 2, 2011.**

**DISCUSSION QUESTIONS: SAC group ~ Room 131**

**Submitted by: Janet Bravo ~ facilitator**

Question #15 ~ Greatest Successes of your SAC in the past 2 years?

- > A++ money - Collectively decided on distribution of A+ monies. Good collaboration, everyone happy.
- > School Improvement Plan (SIP) - When the SIP is implemented as written, rewarding to see it bring the desired results.
- > Promoting in-school tutoring and Saturday School
- > Parent University - educating/informing parents on curriculum and other school issues related to the academic success of their students.
- > "A Taste Of Academic Success" ~ where Reading is the "appetizer", Math and Science are the "main course" and Online learning is the "dessert".

Along with getting information on these topics, parents move from room to room and are served real food for each course!

Question #16 ~ Greatest Failures of your SAC in the past 2 years?

- > A++ Money ~ a failure with the way the A++ money was distributed. It was a tiered distribution which created rifts with all stakeholders. throughout the school community,
- > One school did not have a successful Saturday FCAT Camp. After looking at the issue, made some revisions and now there is more participation.
- > Targeting economically disadvantaged to Saturday camps and also to Academic Academy after school. Realizing lack of transportation for these children did not make it successful, an in-school academy was created. Now it works, and the students are being served.
- > Lack of parent participation.
- > Failure in communicating to the parents what SAC is and what its purpose is.

Question #17 ~ How do you recruit members for your SAC?

- > E-mails
- > Word of mouth



- > Personal outreach
- > PTSA parents (back to back meetings created members)
- > Administration reaches out to businesses
- > Chamber of Commerce
- > At the SACS CASI interview, it caused interest in some of the participants and they came to the next meeting
- > Be accommodating to parents schedules, it attracts more participation
- > Flyers on Pizza Boxes (pizza place is a "Partner In Education")
- > Offer extra credit (incentives) to students whose parents attend the SAC Meeting.
- > Have students do a presentation; parents will come out to watch. (an academic presentation).

Question #18 ~ Suggestions for new initiatives/programs that could enhance parent/community involvement:

- > Have students do academic presentations as it relates to the School Improvement Plan, this will draw parents out.
- > Have an annual showcase on the SIP. Get creative...decorate hallways, use displays, demonstrations.
- > Build on what we are already doing right. build on the successes.
- > Teachers should offer incentives to students whose parents attend school functions.
- > Curriculum Carnival
- > Have parents RSVP to events, and have teachers personally call to remind them of upcoming event.
- > Serving food drives people in to schools, especially when the event is during the dinner hour.
- > E-mails are helpful forms of communication
- > Have VIP folders for parents that attend. These folders include coupons, data, notes from teachers, etc.....(make the parents feel like a valued member of the group/meeting/team).
- > Have HS Students earn Community service by offering childcare during meetings.
- > Utilize school computers and allow students to use them for homework or educational games while parents are in meetings/school functions.

Facilitator and Note taker: Jeanne Jusevic

On November 2, 2011, the Community and Parent taskforce held a focus group discussing specific issues with a variety of stakeholders. My group had 7 parents who were believed to be unaffiliated with any organization at their child's middle school. These parents, however, were all brand new School Advisory Council members at their children's' respective schools.

The parents filled out the parent survey and we began talking about the focus group questions. Quickly, this group wanted to discuss something other than the focus group questions. The interesting thing is that almost all the topics discussed were touched on in one way or another by the questions.

The gist of the conversation was the following:

1. Parents do not feel welcome in the middle schools. Neither by the administration nor the teachers.
2. A lengthy conversation was had over the frustrations these parents were feeling over the lack of communication and cooperation they were receiving from the children's teachers. The point was made over and over again that it was very disheartening to try and work with teachers that did not want to be "bothered" by parents. This is why these parents believe that parents just throw their hands up in frustration and walk away.
3. The parents also lay a lot of the problems of the district and schools on site based management. They believe that from the greeting from the front office to the interaction with assistance principals, guidance and other personnel, the principal sets the tone. If the community and parents are important then the school values it. If the principal sees the parents and community as a bother then so does everyone else working at the school.
4. Lack of customer service
5. Lack of discipline administered by other parents. This was another topic of conversation. The parents expressed aggravation at other parents who do not "keep their kids in check". Because there is no working mechanism for parents on a particular team to come together to help and just network, it's hard to see what is needed in the classroom. All they believe is that the lack of cohesion hurts the learning process.

The recommendations that came forward from this group are as follows:

1. Hold principals accountable for what goes on in their schools
2. Enforce policies like the Code of Conduct, anti-bullying policy and others consistently
3. Create a culture in the school where parents and families are welcome and there is collaboration with families; not hostility.
4. Work on front office customer service.



**NOTES FROM THE BUSINESS/PARTNER REP FORUM  
MIDDLE SCHOOL FORUM  
ROOM 117**

**ATTENDEES:**

**ELISA WOLFE - FACILITATOR**

TAMMY AUSTIN - PARTNER WITH PIONEER MIDDLE SCHOOL - BUSINESS IS SASSY SISTERS PROMOTIONS - PROMOTIONAL PRODUCTS

ALAN NUDDLEMAN - PARTNER WITH TEQUESTA TRACE MIDDLE - WORKS WITH 10-12 SCHOOLS OVERALL - BUSINESS IS AUTO REPAIRS

TIMOTHY GILDAY - PARTNER WITH SILVER TRAILS MIDDLE SCHOOL - WORKS FOR VALIC (TEACHER RETIREMENT FUNDS)

RICHIE GOOS - PARTNER WITH INDIAN RIDGE MIDDLE SCHOOL  
MARTY FISHER - WORKS WITH RICHIE GOOS  
BUSINESS IS GOOSER INK - SPORTS UNIFORMS

JOHN VETTER - WIFE IS A PARTNER WITH POMPANO BEACH MIDDLE  
HER BUSINESS IS ROCK STEP STUDIO - DANCE STUDIO  
JOHN WORKS IN A BROWARD COUNTY PUBLIC SCHOOL

ALAN would like to see more advertising for the individual Partners - he likes the present public acknowledgements that he gets and his business does get good traffic thanks to the program

TIM would also like to see more advertising opportunities. He recommends streamlining the approach to the principal since it is so different from school to school. Can we make it uniform? Some schools seem to lack an awareness of the Partners program.

TAMMY says it is hard to break into the schools as a new vendor. She volunteers as a parent in the schools, which makes it easier for her, but, in general, schools are in a rut with their vendors. She would like to see a business partner open house at her schools so that the partners could tell what they do and even see if they can work together with other partners in some way that would be beneficial.

ELISA described how the Taravella i-zone shares their partners and holds shared meetings once a month with all the schools and all the partners. JOHN worked in that zone in the past and added his opinion that the i-zone system worked well in that zone.

MARTY/RICHIE were concerned that, if partners were shared by a zone, would you have partners that are in competition with each other/same types of businesses? Rich said that even though he is a partner, there are many similar vendors at his schools, and he's

not even sure some of the clubs, etc. have his name on their vendor list or know that he is a partner.

TAMMY said that partners would like the school to contact them first when they need a vendor for something.

Some people did not know what an i-zone was, so a brief overview was shared.

ALAN said his best experience as a partner was getting new business in the door and donating a portion of proceeds from oil changes that come from the school back to the school.

TIM enjoys working with and educating teachers and administrators about retirement plans. He feels his role creates teachers who are happy in their retirement.

TAMMY likes meeting people and getting more exposure.

RICHIE likes donating his time and product.

JOHN spoke on behalf of his wife's dance studio and mentioned there are Community Service Grants available to businesses where you can use the grant to cover lost salary if you spent the missing time helping/teaching/mentoring in the schools.

When asked if they would be open to mentoring if something could be arranged, ALEX said he wouldn't. TIM and TAMMY said yes. RICHIE said not yet, but he would hope to in the future.

#### UNIVERSAL WORST EXPERIENCES AS PARTNERS:

- No access to the school or principal
- Schools with lower grades in lower socioeconomic areas have less commitment from parents and the community and the staff seems overwhelmed sometimes
- Difficulty reaching the right liaison for Partners in Education when they call a school - sometimes, you can be transferred to ten different people trying to find the right one

RICHIE said that even though he's a partner at his children's school, he's still not sure who the official liaison is.

TAMMY said her liaisons are actually parents and it works well

Some people had concerns that if the liaisons were from the PTA/PTO that there would be too much turnover from year to year. Would there be procedures to hand down to the new people? Would communication be poor?



RICHIE AND MARTY reiterated that they don't feel like the schools know who their partners are and that people don't always call them for bids and call competitors instead.

ALEX, TIM AND TAMMY attended SAC meetings. RICHIE didn't even know what they were and said he hadn't been invited. JOHN'S wife did not attend them.

When asked how they perceived parent involvement in the schools, the attendees said it depended on the school. Overall, it's great at the elementary level, ok at the middle school level, and horrible at the high school level.

TIM said parents are lacking in general. Every school has a small core group involved.

TAMMY said you have doers and watchers. The core group works and most do nothing. Things are even tougher now, economically, so you have even less involvement as parents work more. She said if parents knew how rewarding it is to volunteer, they would show up more. Some believe the PTA volunteers are a clique.

MARTY AND RICHIE said they help because they want to. They suggested more education for parents on how to volunteer or become a partner.

We need to communicate more with parents and make them feel more welcome.

TAMMY said that a sports team at her school sent a questionnaire to parents to get help with the team's activities, and 24 out of 26 people didn't even send it back. They knew another parent would do it for them.

All said they had no impact on school governance.

When asked if they had a relationship with someone in administrator or in the office staff at their schools:

TIM said yes.

TAMMY said yes.

RICHIE said it depends on the school. In his case, there's usually an end-user of his product he works with, but not the office staff or administration.

When asked how they became partners, they said it was different at the various schools. They would like to see it become a universal process across the board.

When asked if they would like to see partners be assigned levels - for example, gold for donating so many hours and so much money or in-kind donations - they had mixed emotions. They liked the idea of standardizing the rewards that partners receive and of helping more-involved partners more than businesses who sign up but don't show up or pay up - but they weren't positive about actually naming levels.

TAMMY said there is sort of a level system in place at her school. If you donate XX dollars, your name appears on a banner. Her high school (CCHS) has different levels but

her middle school (Pioneer) has one. There is some competition between partners at the schools.

RICHIE said levels would work great for him although he worries about competing against big businesses that can easily just write a large check to obtain a higher level and the rewards that could be standard for that level.

Also, how do we track hours donated with partners whose contributions are at sporting events, etc., where there isn't the STAR system?

#### FINAL WORDS

TIM would like more structure in the expectations for partners and schools. Personal relationships are key.

TAMMY would like more networking opportunities and see partners at more events and meetings. Partners need to be more involved in the schools overall to know what is going on there. Make partners care more about the kids.

RICHIE said things have been good. Schools should know there is a partner list and try to use partners before outside vendors. Partners should try to give the schools a better deal in return and help them out. He would like more word of mouth supporting partners and a partner directory given to the school's leadership and club presidents. There should be a minimum criteria to call yourself a partner.



MUNICIPAL  
OUTREACH  
SUBCOMMITTEE



# **MUNICIPAL OUTREACH SUBCOMMITTEE**

## **FINAL REPORT**

### **Summary of data collected from Municipal Relations Questionnaire**

- Less than half of the cities have a committee, board or group that interacts with schools on a regular basis.
- Most of those either do not, or are not aware that they, participate with the District's Coalition of Education Boards (CEAB).
- Very few cities have a student rep on their group – however several have student groups that are used to provide feedback.
- Majority of cities select group members through application process with elected officials selecting desired reps.
- Almost none of the cities allocate monies in their budget for education related items beyond school crossing guards and school resource deputies/officers.
- Some cities/EABS meet with principals, several have reps sit on SAC teams.
- Mentoring by city staff is not an initiative at most cities.
- Almost all cities provide opportunities for students to participate in city activities, mostly through Parks and Recreation Department and the Library.
- Size of EAB's range from 5-22.

### **Possible Items to Consider for Recommendations**

- One city has an education-related group that is comprised of SAC, SAF and PTA/PTO members from each school, public and private, serving their community
- Communication improvements between city and district, city and schools, city and citizens in efforts to facilitate coordinated involvement between all.
- CEAB purpose needs to be shared with cities/EABs – should CEAB request participation from cities without EABs – how to accomplish.



- CEAB must meet regularly to be effective.
- Co-location agreements exist between District and most cities – how can these be better utilized and can those agreements be shared with city partners.
- Mentoring policies – expansion of employees available to participate.
- City reps on individual school SAC teams, expansion of EABs to provide members who can attend SAC meetings. What about innovation zone meetings.
- Should city reps meet with principals/SAC teams/Area Office/Other on monthly/quarterly basis to share/communicate info and needs.
- Cities help locate internships/other opportunities for students/staff.
- Can cities help identify citizens who have special skills to work with schools/students.
- City scholarships/grants.
- School Board members meet with city on regular basis.
- Collaborate with cities to provide homework assistance/tutoring.
- Teen Forums for Community/Government Issues.
- District being source of info for sharing youth-related info for cities.
- Bringing community into schools through use of facilities – cost issue.

### **Preliminary Recommendations from the Municipal Outreach Subcommittee**

1. **Municipalities should have some form of community advisory or committee that deals with community specific issues relating to education:**
  - Membership should include students, parents, community, educators
  - Groups should have enough members to allow coverage of schools that educate the children of their municipalities
  - Members should meet with principals monthly and/or be active participants in the School Advisory Council

**2. The District should have an effective Coalition(CEAB) of these groups in order to:**

- Communicate city-specific issues
- Communicate district-wide initiatives
- Share best practices
- Meet regularly to be effective
- Look at school boundaries and feeder patterns
- Participate in Innovation Zone meetings

**3. The School Board should work with the municipalities to:**

- Break down the barriers for schools that are affected by multi-jurisdictional issues
- Develop mentoring and grant opportunities that meet the needs of their school populations
- Initiate and encourage programs that utilize facilities to meet community/educational needs at minimal costs to community organizations
- Identify community residents that could provide enrichment/educational support for schools
- Identify community businesses that can provide internships for students
- Continue support for student achievement through libraries, parks and recreational programs, etc..
- Work on effective and timely communication methods of sharing information with residents
- Develop education compacts
- Develop a template for what city involvement can be
- Work on partnerships between cities where innovation zones overlap



- Work on implementing First Day of School project
4. **The School Board and Municipalities should have quarterly forums that encourage conversation about district initiatives and allow for specific sharing of concerns that may be municipality-specific. Some cities currently have formal or informal events that provide for this. Leaders talking to Leaders.**
  5. **School Board should regularly attend Broward League of Cities meetings**

## **Municipal Relations Subcommittee**

*To reach out to municipalities and education advisory boards, engaging them in communications; to determine how municipalities and the school district can best work together, to become more aligned and strategic in efforts regarding state policies influencing education.*

### **Co-Chairs:**

Linda Lewis  
Gloria Moschella  
Lew Naylor

### **Committee Members:**

Doris Aaron-Gonzalez  
Ann Marie Dion  
Cheryl Dyce  
Lisa Epstein  
Ava Dawn Gaddy  
Alberto Gamarra  
Nadjilla Johnson  
Timothy Koteff  
Katie Leach  
Beth Lerner  
Fumiko Robinson  
Anjanette Rodriguez  
Patricia Rybarczyk  
Maria Scalone





The Parent Community Involvement Task Force invites you to

A Municipal Forum

**Building Strong Relationships Between  
Cities and Schools**

January 12, 2012

1:00 – 3:00 p.m.

Boardroom, KC Wright Building  
600 Southeast 3rd Avenue  
Ft. Lauderdale, FL 33301

Join us to discuss

How do residents of your City view your local schools?

How does your City play a meaningful role in the  
schools within your city?

What can be done to improve and enhance the  
relationship between Cities and Schools?

If you are an elected city official, a city manager, or  
a member of a municipal Education Advisory Board,  
bring your ideas and opinions.

The information gathered will become an integral  
part of the Task Force's Report and Recommendations  
to the School Board of Broward County.

Please R.S.V.P. to  
[pcitfbrowardschools@gmail.com](mailto:pcitfbrowardschools@gmail.com)  
by January 09, 2012

# **Building Strong Relationships Between Cities and Schools**

Boardroom, KC Wright Building  
January 12, 2012  
1:00-3:00 p.m.

## **Agenda**

- I. Welcome
- II. Purpose of Meeting
- III. Group Discussion
  - A. How do residents of your City view your local schools?
  - B. How does your City play a meaningful role in the schools within your city?
  - C. What can be done to improve and enhance the relationship between Cities and Schools?
- IV. Summary – Identifying Key Findings and Recommendations



## MUNICIPALITY QUESTIONNAIRE

1. How many members does your city have on its Education Advisory Board?
  - a. What percentage of the board's members are active members?
  - b. How are the members elected?
  - c. Does your city allocate money to the EAB or its equivalent?
  - d. Does your EAB meet with principals in your community?
  - e. Does your EAB have a partnership with the schools in your area?
2. Is the EAB a part of the Coalition Advisory Board?
  - a. Do you feel it has been beneficial to your city?

If the city does not have an EAB:

3. How does your city interact or communicate with the school district?
4. Does the city have an alternative liaison to an EAB, and if so, how does it function?
5. Would it be beneficial to the city to have some type of an advisory board?
6. What has the city done until now to make its school district a success and what can it improve upon?  
--This is with respect to those cities experiencing a decrease in student population.
7. How does your city disseminate information to your residents?
  - a. Particularly with regard to your rental communities?
8. How are you communicating with parents and/or residents effectively on decision-making policies?
  - a. What has been an effective means of communication?
  - b. What can be done to improve communication?  
(ie: community school nights)
9. What are your city's particular needs?
  - a. How can we best address them? (ie: EAB)
  - b. What type of partnership agreements does your city have with your schools?
10. How can we reach out to the community residents who may have special talents or needed expertise?
  - a. Retired law enforcement officers filling a need for SRO's.
  - b. Retired teacher volunteers
  - c. Musicians, artists, etc.
11. Does your city utilize a mentoring program with its residents?
  - a. How successful is it or is there room for improvement?

12. How can our students help to meet the needs of your community?
13. Are there programs in place that allow students to give back?
14. Would the city support billboard advertising space on school property where appropriate to encourage support from its business community?
15. Can you suggest anyone else that maybe able to provide additional information or input with regard to parent/community involvement within your city?



## MUNICIPAL FORUM NOTES

KCW BOARD ROOM / JANUARY 12, 2012 / 1:00 PM - 3:00 PM

### RECOMMENDATIONS:

- Educational compacts
- Superintendent chat with mayors
- Education liaison for each city
- Template of what city involvement can be
- First day of school project
- Cities sponsor classes / seminars
- Education Advisory Boards
- School Board representative at every Broward League of Cities meeting
- City meetings with principals
- Cities should share the information the School Board is providing, and vice versa.
- Meetings airing on BECON TV (i.e. PTA meetings) and phone bridges
- County-wide council of representatives from educational advisory groups and / or cities
- Look at school boundaries and feeder patterns.
- Every innovation zone (I zone) should have an elected official and liaison.
- Partnerships where zones overlap
- Challenge elected officials to know their schools and vice versa.

### PROBLEMS:

- Sometimes, students are not residents of the city where they attend school.
- In feeder schools, the principal / school do not feel connected to the community.
- Some elected officials do not feel responsible for education.

### MUTUAL AREAS OF INTEREST:

- Security - traffic, school resource officers
- Facilities
- Legislation
- Quality of life
- Boundaries / student assignment



COMMUNITY  
OUTREACH  
SUBCOMMITTEE



## COMMUNITY OUTREACH SUBCOMMITTEE

### REPORT AND RECOMMENDATIONS

#### Introduction

The Parent / Community Involvement Task Force (PCITF) was formed pursuant to an agenda item passed by the School Board of Broward County, Florida, on March 1, 2011. The first meeting was held May 18, 2011. At that meeting, six subcommittees to carry out the goals of the Task Force were discussed (Business Outreach, Communications, Community Outreach, Municipal Outreach, Research, and School Outreach) and initial co-chairs were chosen. At the second meeting on June 1, 2011, the Task Force approved a work plan for the six subcommittees and finalized the designation of co-chairs. Each Subcommittee was tasked with conducting a detailed analysis of parent and community involvement in their subject area and bringing forward a report of their findings and recommendations.

#### Charge and composition

This subcommittee's charge was to reach out to non-profit organizations for determining how the school system could better support and better engage non-profit organizations. Their first meeting as a subcommittee occurred at Plantation High School on June 15, 2011. The two co-chairs, Task Force members Gwen Watson, Wayne Johnson, and Cathie Starkey were joined by 13 subcommittee members.



The subcommittee met over a seven month period. In addition to their findings and recommendations, they compiled an up-to-date list of non-profit organizations, including contact information and summaries of services provided. Furthermore, they produced a PowerPoint presentation on the contributions of these organizations.



### **The role of non-profit organizations**

The scope of services provided by Broward's non-profit organizations is significant. These organizations serve students at their places of business and also provide outreach services on-site at the schools. The dollars and in-kind services supplement the resources of the District in critical areas, enhancing the District's ability to deliver services in many areas, including but not limited to the arts, social services (including child care, mental health counseling, substance abuse treatment, and suicide prevention), health care, and athletics.

In reaching out to non-profit organizations, the Community Outreach subcommittee reviewed the non-profit providers' achievements and contributions, their views on the positive aspects of serving the District, perceived barriers to success, and ideas for improving and enhancing their collaborations. One of the highlights of the subcommittee's efforts to reach out to non-profit businesses was an information-gathering forum.

### **Non-Profit Forum**

The Non-Profit Forum was held November 14, 2011 at the School Board's KCW Building. It was well-attended by non-profit businesses throughout Broward County.





Participants were divided into focus groups to discuss the following questions:

1. Introductions
  - a. Who are you?
  - b. Who do you serve?
  - c. What is your relationship with the School Board?
2. Briefly describe something your organization has done of which you are proud.
3. What do you find positive in your working experience with the School Board?
4. Have you encountered any barriers which negatively impact your organization's ability to successfully meet the goals of your program? Briefly explain.
5. Suggest ways to build relationships so schools and non-profits are working together to deliver services to students.
6. Discuss new ideas or initiatives which would support and enhance student success.
7. What would you like to tell us that we did not ask?

Here is a small selection of organizations attending the forum and their services and achievements.

### Organizations

- Big Brothers, Big Sisters



- Provides one-to-one mentoring for children ages 6-18. Matches adult volunteers with children facing adversity to develop positive relationships and help students achieve success in life.
- Proud of child safety program – intense background checks of volunteers to ensure children’s safety.
- Broward Center for the Performing Arts
  - Arts in education – an active 40 year partnership plan now in its 20<sup>th</sup> year; provides a class experience with performances and workshops. Offers Head Start parent training, teacher training, and scholarships for seniors pursuing the arts.
  - Proud to be a national model for the arts and use the classroom to integrate arts into education; uses the arts as a learning tool.
- Broward Education Foundation
  - Offers scholarships, free school supplies, funds for Title I schools; includes two positions housed at and paid for by The School Board of Broward County.
  - Proud of presenting awards to teachers, honoring them, and helping them feel professional.
- Handy, Inc.
  - Provides direct services to children ages birth to 23 years who have been removed from their homes due to domestic violence, substance abuse, physical and/or sexual abuse, and abandonment. Serves older youth who are aging out of the foster/relative care system. Teaches life skills through their Icon program; offers education and case management for disadvantaged youth.
  - Proud that 99% of students who receive their services graduate high school.
- Harmony Development Center
  - Promotes positive behavior among youth within their families, schools and communities. Has five (5) centers in Broward, works with juvenile offenders, provides case management and mental health services, offers expulsion alternatives.

- Proud of the 95% non-recidivism rate (regarding law violations) of those who receive their services.
- North East High School
  - Football coach (former NFL player) offers life skills and planning to student athletes; helps transform students to improve their grades; teaches friendships and respect for male and female authority figures.
  - Proud of helping students transform, improve their grades, and learn a different lifestyle.
- OIC (Opportunities Industrialization Centers) of Broward
  - Trains and helps parents to become self-sufficient; works largely with the ex-offender population; includes teen pregnancy initiative, healthy relationships and marriages, and Project Edge (a plan for juniors and seniors to graduate high school).
  - Proud of the parent component in every program they offer and the alternative schools.
- United Way of Broward County
  - Unites the resources of donors and volunteers to identify the community's most pressing needs. Focuses on three (3) areas: health, education, and income. Funded programs include violence prevention, substance abuse and alcohol prevention, refurbishing schools, school supplies for teachers, and fundraising campaign for Broward Schools.
  - Proud to have a task force to empower effective teachers.
- Urban League of Broward County
  - Community based organization dedicated to empowering communities, developing children, and changing lives in the areas of education, jobs, housing and health. Works with at-risk youth on accountability, restitution, community service, family and individual counseling, and extracurricular activities. Provides on-site and off-campus services, including an after school program, case management services for the child and his/her entire family, and substance abuse counseling.
  - Proud to have an impact on families through case management and assessment services.



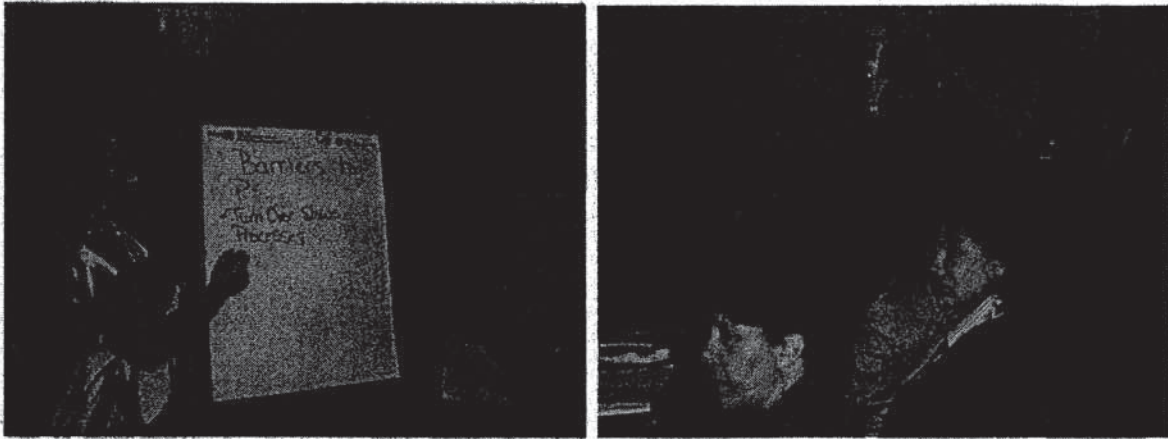
After each participant had the chance to express his or her thoughts, all of the participants were reconvened as a whole group to share their responses.



Responses included:

### **Positives About Relationships**

- Administrators and Teachers show a willingness to go outside of traditional bounds to get results.
- The School Board is receptive to ideas.
- Teachers and Principals are the greatest asset. Students feel their school is the greatest, even when the media is very negative.
- Principals and Assistant Principals are very helpful to the organization and have a very positive relationship with the organization.
- The school system has openness; they want to reach more students.
- The Administrators and Teachers understand students' needs.
- The former Superintendent came to the Leadership Academy to observe and participate (hands-on).



### Barriers to Success

- The School Board itself has too much red tape. It took three years to bring a particular non-profit program to the schools.
- Reports (statistics) do not accurately portray what is actually showing in the community.
- There is an inequality across schools. Some look like college campuses; others look like someone just robbed them.
- The process to get contracts fully-executed is too long, so the student does not get reached right away. Bureaucracy.
- Resources are fragmented. Sometimes one program in a school does not know what another program in the same school is doing.
- Communication is not always clear, so parents do not understand what the non-profit program involves.
- The school staff is so overwhelmed there is no time to follow through on the commitment to the non-profit. For example, if an ambassador from the school is chosen to do fundraising but other school responsibilities become a priority, the fundraising falls by the wayside.
- Sometimes the principal does not buy-in to the service.
- Sometimes, the principal has a different priority (for example, the FCAT vs. the non-profit program).
- Some programs have to re-sign a lease every month.



### **Improving Relationships**

- Focus on smaller non-profits as much as larger non-profits.
- Have a non-profit service liaison to link the services between the schools and the organizations and to coordinate the services.
- Talk to parents more frequently than at the parent forums. This will help restore faith the community has lost.
- Have the School Board observe the programs in action to better understand the value of the programs, as opposed to just looking at a checklist of services.
- Invite the non-profit representatives to talk about their programs at principal meetings.
- Teachers need to understand the non-profit organization is working with the whole family, not just the student.

### **Initiatives to Enhance Student Success**

- The Broward School Board should run fake high schools out of town. These private schools in the poorer communities print out fake diplomas. They are killing education in Broward.
- In order to truly prepare students for college, the curriculum people need to realize that FCAT math is different than college math.
- Create a non-profit coalition to coordinate services.
- Non-profit organizations can help create and maintain databases and help with some of the responsibilities the school staff does not have the time to complete.
- Kids need to know standards and expectations from the community as well as the school.

Superintendent Runcie, who presented introductory remarks at the Non-Profit Forum, returned to listen to the participants' closing remarks.



He divided their comments pertaining to needed actions into four (4) “buckets” as follows:

1. Make the system more user-friendly for the non-profit organizations.
2. Be strategic with priorities. We cannot afford to waste resources. Develop a strategic plan, with the non-profit organizations participating in its development.
3. Measure the results. We need to constantly track that information (who is being served and the outcomes).
4. Improve communications (messaging). By doing so, we can turn a good District into a great District. (An example he offered: Students who overcame challenges can be an inspiration to those who are struggling.)

## **FINDINGS AND RECOMMENDATIONS**

### **Finding 1:**

Non-profit organizations can provide many additional services for schools. Principals and staff members need to have a clear understanding of why relationships with these community-based agencies are important, the services available, and how to access, coordinate, and evaluate the services. Coordination of services within a school or zone of schools is not always done effectively. School-based personnel are not always aware of the value of services provided by the community.

### **Recommendations:**



1. Provide in-service training for principals and staff on the “who, what, when, where, why and how” of community involvement. Welcome non-profit representatives to principal and zone meetings.
2. Encourage non-profit representation on school advisory councils (SACs) and/or invite them to meetings.
3. Create (or adopt) multiple ways for staff to identify and access services available from community organizations, such as featuring a directory on the District’s website or offering a hard copy.
4. Employ a non-profit service liaison to link the services between the schools and the organizations and to coordinate the services. (Similar to the Business Outreach Subcommittee recommendation to increase staffing if a financial benefit can be established.)

**Finding 2:**

Current School Board screening processes delay the delivery of services to students. Many non-profit agencies must comply with state statute requiring the screening of volunteers, yet they are able to fulfill the requirements in a timelier manner. The District begins the screening process at the start of the school year, but services are already needed at that time. Some community agencies conduct their screenings earlier to prevent delays. (Similar findings brought forward by the Business Outreach Subcommittee and the School Outreach Subcommittee.)

**Recommendations:**

1. Review screening procedures and develop methods for completing screenings in a timely manner.
2. Conduct screenings before services are needed. For example, if the screening process will take six months to complete, begin the process six months before the services are needed.

**Finding 3:**

“Red tape” and “bureaucracy” delay the adoption of projects. It can take many years to move a needed project from conception to implementation.

**Recommendation:**

1. Identify and streamline the process for project adoption.

2. Establish timelines and review projects which are not adopted within the appropriate time frame.
3. Develop clear, concise requirements and reporting structures.
4. Ensure school-based personnel and District personnel are following the same plan.

**Finding 4:**

There is concern that the school District is not fully aware of the many roles played by non profits and the scope and quality of services they offer. For example, there are many small non-profit organizations that provide meaningful and critical services to our students and their families. Frequently these organizations are overlooked as attention is focused on larger non-profits.

**Recommendations:**

1. Be familiar with all non-profit organizations and the services they offer.
2. Recognize the efforts of all volunteers who contribute to the success of students.
3. Encourage District-level participation with non-profits as well as school-based interaction with the organization.

**Finding 7:**

Current lists for non-profits organizations utilized by the District are not up-to-date or user-friendly.

**Recommendation:**

The Community Outreach Subcommittee has created a new list. It should be made available to schools, students, parents, grandparents, and others in a variety of ways (electronically, hard copy, etc.) The list should be updated on a semi-annual basis.

**Finding 5:**

The duplication of services wastes resources and may prevent services from reaching all qualified recipients. This is one of the many aspects of evaluation not currently in place. The evaluation of programs offered by non-profit organizations is required in their application for grants and as they seek support. Currently, there is not a global plan for conducting these evaluations. Furthermore, tracking success or failure could help non-profit agencies modify projects to better deliver the services needed by our students.



**Recommendations:**

1. Develop and implement a system for evaluating the effectiveness (outcomes) of projects.
2. Identify duplication of services and reallocate resources.
3. Document and share successes with all stakeholders.

**Finding 6:**

The cumulative effect of the aforementioned findings -- the problems encountered by non-profits such as little or no evaluation of services and their impact on students, duplication of services, too much red tape, difficulty accessing schools, and problems matching needs to resources -- is a huge loss for the District in dollars and in-kind services.

**Recommendations:**

1. Allocate proper staff resources to maximize the financial assistance offered by the non-profit sector and facilitate stronger communications. (See Finding 1, Recommendation 3.)
2. Create a non-profit steering committee -- composed of representatives from non-profit organizations and a staff liaison -- to facilitate the effective use of non-profit agencies and the coordination and implementation of services.
3. Host an annual forum for non-profit organizations to exchange information and ideas.

## Communications Subcommittee

*To look at the way we communicate with parents and the community at large; to look at how we may improve communication, with an emphasis on utilizing technology. Also, this subcommittee will recommend a new method of collecting routine survey information from parents.*

### Co-Chairs:

Karen Davis-Powers  
Doug Kruse

### Committee Members:

Laura Berlowe-Heinish  
Howard Brown  
Marisa Burke  
Jonna Circe  
LaTasha Cruthird  
Rolanda Epstein  
Jenny Gittens  
Alwin Gittens  
Lori Guarino  
Claudia Izquierdo  
Darline Janvier  
Beverly Johnson  
Jeanne Jusevic  
Christopher Malter  
Amanda Muir  
Lori Oliver  
Darlene Shipman  
Shantrell Simmons  
Isis Zambrana-Diaz  
Pamala Ziegler



# A SPECIAL INVITATION FOR NON-PROFIT ORGANIZATIONS

JOIN US FOR CONVERSATION AND LUNCH\*

Date: Monday, November 14, 2011  
Time: 11:00 a.m. – 1:00 p.m.  
Place: Broward County Public Schools  
Board Room  
600 SE 3<sup>rd</sup> Avenue, Ft. Lauderdale, FL

*The Community Outreach Subcommittee of the Parent / Community Involvement Task Force cordially invites you to attend our meeting for non-profit organizations. The Task Force is researching current community and parent relationships, pinpointing barriers to effective involvement and identifying potential new initiatives.*

*A report incorporating the Task Force findings and recommendations will be presented to the School Board in February 2012. A catalogue of current services provided by non-profits, as well as recommendations for ways that non-profit partnerships can enhance and support student achievement, will be a major component of this report.*

Please email 1-3 PowerPoint slides indicating services you currently provide to the School Board of Broward County. This information may also be included in our final report. Email your slides to [pcitfbrowardschools@gmail.com](mailto:pcitfbrowardschools@gmail.com).

*\*R.S.V.P. for this special lunch meeting to [pcitfbrowardschools@gmail.com](mailto:pcitfbrowardschools@gmail.com).  
Space is limited, so reservations will be accepted on a first come basis.*

**NON-PROFIT FORUM  
NOVEMBER 14, 2011  
SCHOOL BOARD OF BROWARD COUNTY  
KCW BUILDING**

**AGENDA**

<b>11:00 – 11:15</b>	<b>REGISTRATION AND SERVE LUNCH</b>	<b>PRE-FUNCTION ROOM</b>
<b>11:15-11:30</b>	<b>LUNCH AND INTRODUCTIONS</b>	<b>BOARD ROOM</b>
	<b>WELCOME – MARY FERTIG, PCITF, CHAIRPERSON GREETINGS – LAURIE RICH LEVINSON, SCHOOL BOARD MEMBER OPENING REMARKS - SUPERINTENDENT ROBERT RUNCIE PURPOSE OF FORUM - GWEN WATSON, CHAIR COMMUNITY NON- PROFIT SUBCOMMITTEE</b>	
<b>11:30-12:30</b>	<b>FOCUS GROUP DISCUSSIONS</b>	<b>BOARD ROOM</b>
<b>12:30-1:00</b>	<b>FOCUS GROUP REPORTS SUMMARY</b>	<b>BOARD ROOM</b>

**SPECIAL THANKS TO OUR SPONSORS:**

- **HEALTHY COFFEE & TEA BY WATSON & ASSOCIATES**  
[WWW.GMOCHA.ORGANOGOLD.COM](http://WWW.GMOCHA.ORGANOGOLD.COM)



**OUR DEEPEST APPRECIATION TO THE MANY NON-PROFITS WHOSE  
SUPPORT OF BROWARD COUNTY PUBLIC SCHOOLS ENHANCES THE  
EDUCATION OF OUR STUDENTS EVERY DAY.**



## **Format for Forums**

### **The Task Force Held Forums by Topic**

High School Forum – Each High School was encouraged to send at least six representatives.

Middle School Forum – Each Middle School was encouraged to send at least six representatives.

Non Profit Forum – Invitations were sent to non-profits who work with the District and some who do not.

Business Forum – Invitations were sent to business on our partnership list, chambers, and others.

Municipal Forum – Invitations were sent to every city, mayor, commissioners, city managers , and educational advisory boards.

#### **Except for the Municipal Forum, the meeting format was**

- I. Meet convened in library or cafeteria
- II. Welcome the participants and explain the purpose of the PCITF and the Forum
- III. Break into small groups by topic
- IV. Participants in small groups respond to both written questionnaires and discussion questions.

**At the end of the evening, each facilitator is requested to prepare a summary of their group's discussion.**

# Questions for Group Discussions

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## Discussion Questions

1. Introductions
  - A. Who are you?
  - B. Who do you serve?
  - C. What is your relationship with the School Board?
2. Briefly describe something your organization has done of which you are proud.
3. What do you find positive in your working experience with the School Board?
4. Have you encountered any barriers which negatively impact your organization's ability to successfully meet the goals of your program? Briefly explain.
5. Suggest ways to build relationships so schools and non-profits are working together to deliver services to students.
6. Discuss new ideas or initiatives which would support and enhance student success.
7. What would you like to tell us that we did not ask?

# Summaries of Group Discussions

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Non-Profit Forum

November 14, 2011

School Board of Broward County

KCW Building

Submitted by: Linda Nestor, BCCPTA, PCITF Facilitator

Members at my table: Lighthouse for Broward County, Children Home Society, Boy & Girls Club of Broward County, Tomorrow Rainbow, Com Serve Inc., 211 Broward, Special Olympics.

Notes: Overall perception of Broward County school system:

- Information may get to the school, but it doesn't always make it home to the families, it takes someone in the school making the effort to see that the information is distributed.
- There are control issues: Who is doing what? Who is doing it better? Relationships are falling apart, needs of the needy are not being met.
- There is not continuity throughout the Broward County school system. Information is getting disseminated differently by different schools.
- Some schools are easy to work with, some are more difficult.
- Priorities need to be set. Every agency cannot be at every school.
- Need to educate the schools and the parents on what resources are out there.
- Getting anything done within the school system is extremely difficult. Lots and lots of red tape, agencies are missing grant opportunities because of all the red tape.
- Need to present one source for all services.
- Need to have a teacher /principal liaison, so when a crisis occurs someone knowledgeable can step in and direct the family to the resources. Social workers are overwhelmed.
- Beef-up the relationship with First Call for Help (211).
- A resource fair for teachers and principals was suggested.
- Middle Schools are falling through the cracks; these children are in-need of services.
- The social and economic issues must be addressed to have academic improvement.
- Survey the educators; are they aware of the services offered?
- Once agencies report back to the schools and the School Board, what is done with the data?

#### Introductions:

- Take Stock in Children (TSIC)
- Jack and Jill (JJ, two staff)
- Lighthouse Broward (LB)
- Big Brothers, Big Sisters (BBBS)
- Gilda's Club (GC)
- Council for Educational Change (CFEC)
- United Way (UW)

#### Proud Moment:

- CFEC: Providing financial resources to schools
- UW: Affect 1 in 6 lives in Broward and support over 50 agencies and their programs
- GC: Early detection awareness for breast cancer
- JJ: Parent Educational series
- TSIC: \$5 million i3 Grant for Broward. Will following students into college.
- LB: adjustment program for parents as well. Often feel they are alone. Building support
- BBBS: 2007 mentorship program for former foster youth. Only one in the nation.

#### Positive Experience:

- General comments were: understand barriers to access are not intent of BCPS. Principals are great to work with once you are able to get to them and program is in school. Principals really want the best for their students and teachers. Curriculum specialists are great.

#### Negative Experience:

- UW: Fundraising campaign-won't allow into schools.
- TSIC/BBBS: Barrier getting mentors cleared. Takes too long. Feels like change in staff makes it much more difficult.
- General comments: More layers and more departments to get through. Not a welcoming culture. Very different from school to school.
- JJ: Can't track students long term. Hard to prove effectiveness of your program. Very important to programs seeking funding.

#### Suggestions:

- Each school have a liaison as contact who knows all information.
- Have networking sessions/"program fairs" to show principals what is available.
- Educate Non-Profit Organizations (NPOs) on school's systems
- NPO's need to know what they are able to do
- Need more resources for special kids.
- Customize/standardize process for all schools
- Do principals know "we" are here as a resource?
- Liaison must be the right person, want to help (stipend?)
- TSIC did not hear about this meeting until the morning of the meeting. Better communication.
- BCPS vs. Miami-Dade: MD really has a culture of getting businesses involved in schools. Has an entire department that does this. Also has "principal for a day" program.
- How are NPOs received in schools? Not sure if they are received positively.



## Non-Profit Forum Notes (Table 1) / November 14, 2011

### Organizations

- Big Brothers, Big Sisters
  - Provides one-to-one mentoring for children ages 6-18. Matches adult volunteers with children facing adversity to develop positive relationships and help students achieve success in life.
  - Proud of child safety program – intense background checks of volunteers to ensure children’s safety.
  
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  - Arts in education – an active 40 year partnership plan now in its 20<sup>th</sup> year; provides a class experience with performances and workshops. Offers Head Start parent training, teacher training, and scholarships for seniors pursuing the arts.
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  - Proud of the parent component in every program they offer and the alternative schools.
  
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  - Unites the resources of donors and volunteers to identify the community's most pressing needs. Focuses on three (3) areas: health, education, and income. Funded programs include violence prevention, substance abuse and alcohol prevention, refurbishing schools, school supplies for teachers, and fundraising campaign for Broward Schools.
  - Proud to have a task force to empower effective teachers.



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  - Community based organization dedicated to empowering communities, developing children, and changing lives in the areas of education, jobs, housing and health. Works with at-risk youth on accountability, restitution, community service, family and individual counseling, and extracurricular activities. Provides on-site and off-campus services, including an after school program, case management services for the child and his/her entire family, and substance abuse counseling.
  - Proud to have an impact on families through case management and assessment services.

Positive aspects in working with the School Board:

- Administrators and Teachers show a willingness to go outside of traditional bounds to get results.
- The School Board is receptive to ideas.
- Teachers and Principals are the greatest asset. Students feel their school is the greatest, even when the media is very negative.
- Principals and Assistant Principals are very helpful to the organization and have a very positive relationship with the organization.
- The school system has openness; they want to reach more students.
- The Administrators and Teachers understand students' needs.
- The former Superintendent came to the Leadership Academy to observe and participate (hands-on).

Barriers which negatively impact ability to meet goals:

- The School Board itself has too much red tape. It took three years to bring a particular non-profit program to the schools.
- Reports (statistics) do not accurately portray what is actually showing in the community.
- There is an inequality across schools. Some look like college campuses; others look like someone just robbed them.

- The process to get contracts fully-executed is too long, so the student does not get reached right away. Bureaucracy.
- Resources are fragmented. Sometimes one program in a school does not know what another program in the same school is doing.
- Communication is not always clear, so parents do not understand what the non-profit program involves.
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- Sometimes the principal does not buy-in to the service.
- Sometimes, the principal has a different priority (for example, the FCAT vs. the non-profit program).
- Some programs have to re-sign a lease every month.

Ways to build relationships:

- Focus on smaller non-profits as much as larger non-profits.
- Have a non-profit service liaison to link the services between the schools and the organizations and to coordinate the services.
- Talk to parents more frequently than at the parent forums. This will help restore faith the community has lost.
- Have the School Board observe the programs in action to better understand the value of the programs, as opposed to just looking at a checklist of services.
- Invite the non-profit representatives to talk about their programs at principal meetings.
- Teachers need to understand the non-profit organization is working with the whole family, not just the student.



Initiatives to enhance student success:

- The Broward School Board should run fake high schools out of town. These private schools in the poorer communities print out fake diplomas. They are killing education in Broward.
- In order to truly prepare students for college, the curriculum people need to realize that FCAT math is different than college math.
- Create a non-profit coalition to coordinate services.
- Non-profit organizations can help create and maintain databases and help with some of the responsibilities the school staff does not have the time to complete.
- Kids need to know standards and expectations from the community as well as the school.

## **POSITIVE**

- SCHOOL BOARD LEADERSHIP CHANGE
- PRINCIPALS AND TEACHERS
- TARGET NEW POPULATION THROUGH SCHOOL BOARD
- ONCE IN SCHOOL, PRINCIPALS AMAZING
- THIS TASK FORCE A PLUS
- OPENESS TO REACH OUT TO STUDENTS
- ADMINISTRATORS AND TEACHERS WILLING TO GO OUTSIDE TO GET ADDITIONAL RESOURCES
- SCHOOL BOARD MEMBER ADVOCATES



## **BARRIERS TO**

- **TURN OVER SLOWS PROCESS**
- **HARD TO TRACK STUDENTS LONG-TERM TO DETERMINE SUCCESS**
- **CONTINUITY-INFO DISTRIBUTED DIFFERENTLY THROUGHOUT DISTRICT**
- **CONTINUITY ON SYSTEMS PROCESS ACCESS, INTO DISSEMINATION**
- **BEAURACRACY NEEDS TO BE STREAMLINED**
- **ALLOW EASIER ABILITY TO MATCH SERVICE TO SCHOOL NEEDS**
- **MORE BUY-IN FROM SCHOOLS AS TO WHAT HAPPENS AFTER SCHOOL HOURS**
- **TRANSITIONING FROM CLASSROOM TO AFTERCARE**
- **ALLOW NON-PROFITS TO DUPLICATE SERVICES OF SCHOOLS**
- **LETTER OF SUPPORT FRAGMENTED DECISION-MAKING**

- RESIGNING OF LEASE MONTHLY
- RED TAPE
- ON-SITE EVALUATION OF NPO SERVICES
- LACK OF UNDERSTANDING OF PROGRAMS AVAILABLE
- INEQUITY AMONG SCHOOLS
- NPOs DON'T KNOW WHAT EACH OTHER IS DOING IN ONE SCHOOL
- NO RELATIONSHIP WITH CLASSROOM TEACHER
- ELIMINATE FAKE MIDDLE AND HIGH SCHOOLS IN BROWARD
- ESTABLISH PRIORITIES FOR PRINCIPALS AND TEACHERS TO EDUCATE CHILDREN
- LACK OF RESOURCES AT SCHOOLS TO MANAGE PROGRAMS



## **IMPROVING RELATIONSHIPS**

- ESTABLISH PRIORITIES
- COORDINATE SERVICES AMONG NPOs - VIA PARTNERSHIPS
- TRACK WHICH NPOs HAVE PROVIDED SERVICES TO STUDENTS
- NEED TO SEE RESULTS OF SERVICES PROVIDED
- LET NPOs IN TO HELP PROVIDE SERVICES SBBC CANNOT
- INVITE NPOs TO PRINCIPAL MEETINGS
- LIAISON AT SCHOOLS FOR NPOs
- COMMITTEE OF NPOs
- FOCUS ON POSITIVE! MANAGE THE MESSAGE
- OPPORTUNITIES FOR NPOs TO PRESENT PROGRAMS TO PRINCIPALS
- ELECTRONIC PORTAL OF NPO SERVICES AVAILABLE TO SCHOOLS

## **PCITF Non-Profit Organizations Discussion**

**11/14/11**

### **DISCUSSION QUESTIONS**

**Briefly describe something your organization has done of which you are proud.**

- JCC – partner with Children’s Services Council, food pantry for community
- City of Hollywood – partner with CSC – year round after school care and summer camp
- Florida Initiatives (Suicide Prevention) – problem solving (teachers/students/parents), Hugs for Hope, Bullying
- Florida Youth Orchestra – Work with Title I schools at risk students, furnish instruments and professional instructors, summer music camps, also work with Kids in Distress
- Broward Public Library – Literary Festival for Title I schools, literacy and computer training for community
- Center for Hearing and Communication – CSC funded, tutoring, field trips
- Light House of Broward – Worked with blind and vision impaired in the community, summer camps, all free services
- YMCA – after school programming, funded by CSC & United Way, after school programs, outside time with coaches, health and wellness programs for community
- OIC – Work Force (training, how to interview, etc.), teen pregnancy, helping students to understand what happens after high school

**What do you find positive in your working experience with the School Board?**

- Most of the organizations have had positive experiences.



CURRENT DISTRICT  
COMMITTEES

FOCUS GROUP

JANUARY 6, 2012



AaBbCcDdEeFfGgHhIiJj

The Parent / Community Involvement Task Force invites  
you to the

## DISTRICT COMMITTEE FORUM

Friday, January 6, 2012  
11:00 a.m. – 12:30 p.m.

Board Room, KC Wright Building  
600 Southeast 3<sup>rd</sup> Avenue  
Ft. Lauderdale, FL 33301

Please join us to discuss current parent/community involvement  
initiatives.

- What is working and what can be improved?
- What are your committee's greatest achievements?
- What are the barriers to achieving your committee's goals?
- What can we do to promote meaningful parent and community involvement?

The information gathered will be included in the Task Force's Report  
and will be incorporated in the development of  
Recommendations to The School Board of Broward County, Florida.





## NOTES FROM MEETING WITH CURRENT DISTRICT CHAIRS

A meeting was held to solicit information and ideas from current chairs of Broward School District Committees on Friday, January 6, 2012 at 11:00 in the Board Room at the KCW meeting. (See attached invitation.)

Those attending included Chairs of Committees (Roland Foulkes, Diversity Committee: Paul R. Gress, Administrator, Parent Involvement/Superintendent's Screening Committee and Chair of the Parent Involvement Community Council; Steve Hurst, Vice Chair, Audit Committee; Jeanie Jusevic, Immediate Past Chair of the District Advisory Council, Dr. Ruth Lynch, Charter School Task Force: Robert Mayersohn, ESE Advisory; Nancy Rogan, member of the Community Outreach Committee, PCITF; Wanda Robinson; Mary Fertig, facilitator, PCITF; Todd Sussman, recorder and staff liaison, PCITF.

The meeting began with introductions. Paul Gress gave an overview the Parent Involvement Community Council (PICC) and the work done by his department to promote parent involvement and volunteerism. Wanda Robinson spoke about her experiences with youth mentoring and other volunteer opportunities.

Discussion commenced on the definition of parent involvement. Frequently, too narrow of a definition is used. PICC, Paul Gress and Wanda Robinson- look to the six levels of Parent Involvement. (See Attachment).

Paul Gress and Wanda Robinson work with schools to help them understand what their role is and how they can do better. Some of the problems they encounter and try to resolve include:

### School staff may

- Fail to understand the importance of Parent Involvement
- Lack an understanding of how to communicate with parents
- Need to better utilize of volunteer
- Failure to share information on successful initiatives

Robert Mayersohn pointed out that many of our questions address what we are doing but not why we are doing it. He felt that if parents, teachers and administrators knew the "whys" of involvement, there would be greater buy in.

Steve Hurst addressed marketing of ideas. He pointed out that the way to find out how to market ideas was solicit them from the person or group that was being served.

Dr. Lynch has been visiting schools to help start parent organizations. She stated that different communities have different needs but that there should be an identified process to help them resolve their needs..

Jeanne Jusevic pointed out that schools have School Advisory Council (SAC) and School Advisory Forum (SAF) but expressed concern about the manner and timing in which they are being used. Meetings may not be held at a time that is convenient for parents and community members. She expressed further concern about "Rule by Memo" and stated that we need to reenergize the advisory forum.

Dr. Lynch talk about ways to grow involvement using specific examples. She stressed the importance of the relationship with the principal and commented on the vision from the top down. She stated the District did not do a good job of communicating with parents. In response to questions about Best Practices in Charter Schools, she gave some examples of ways that schools draw in parents and community, involve and train them. One example included opening the campus on Saturday for computer training and use.

Paul Gress reiterated the need to understand the full scope of involvement . For example, some people want it to just be viewed as volunteering and not include communication between parents and staff.

Jeannie Jusevic reminded the group that there have been suggestions to collect best practices for many years and questioned what had happened to that effort.

Paul Gress responded with several programs such as Spark Plugs (a collaboration between the State PTA and DOE) that accomplish that goal on some level.

Wanda Robinson stated that schools often do a poor job of sharing information. Schools that do parent involvement well, may not share that information with other schools. She commented that people need to do a better job of bragging about what they are doing. She also stressed the importance of effectively utilizing volunteers skills and creating "job descriptions" for volunteer positions.

Dr. Lynch spoke about a number of ways to accomplish the sharing of ideas

- Having volunteers/parents/community write editorials about what they have done.
- Use volunteers with marketing,/public relations experience to develop and implement PR plans.
- Have a Brag Book.



Wanda Robinson spoke about the need to keep things simple since people do not have time.

Jeanne Jusevic suggested that we need to give principals "permission" to do things. They may want to do something to promote school and community but be afraid of how it will impact their career or their job security.

The group moved on to a discussion of how school board rules and policies make it difficult for businesses to help. Several examples were discussed.

This led to a conversation about how it was difficult to get parents to speak out because of fear of retribution..

Robert Mayersohn commented that parents need to be viewed as equal partners. He observed that sometimes principals don't want help

Paul Gress explained to the group that a training module on Parent/Community Involvement has been added to the principals list of choices for school based training.

Jeanne Jusevic questioned why parent training could not be accomplished through the Title I model. Understanding the different stages and issues of our children would be helpful to parents.

Robert Mayersohn explained to the group about the training available online through Children's Services Council.

Paul Gress commented on a "Owner's Manual for 4 year olds" that he had worked on.

Jeanne Jusevic spoke about generational issues. She suggested that we explain the following about volunteer jobs

- How much time will it take
- What it entails
- Will it be productive

Roland Foulkes asked what we have learned in the last 100 years. In 2015 the Broward County school system will celebrate 100 years. What have we learned about community involvement in those 100 years. What has been institutionalized? He further stated that there are communication issues and that the District does not tell its story well.

Steve Hurst talked about making our District a National Choice School District as a way to look at marketing what is good about our District.

Dr. Lynch explained it as "same old racket but the balls are different". What we need remains the same but the people we are dealing with are different.

Robert Mayersohn spoke about the District has been branded and suggested it may need to be rebranded. He questioned "How do we re-energize?"

Roland Foulkes pointed to the logo about the dais and asked "Why not change the logo?"

Wanda Robinson reminded the group that the District has been without a marketing person for a while. Even when there is one, there are so many schools, no one person can market them all. The schools need to take the initiative to market themselves.

Steve Hurst suggested that the marketing plan for schools should not just be directed to existing parents but rather include parents and students the school wishes to attract.

Wanda Robinson reminded the group that the first step was developing the message.

Paul Gress spoke about the role of the elementary school as the hub of the community. This generated a group discussion of the role of the school in our community. Members of the group shared experiences about the role of the school in other communities (outside Broward) and the historic role of the school.

Robert Mayersohn raised the issue of accessibility of campuses, pointing out how difficult it can be to hold community functions on campus.

This again led to a group discussion about how the rules can suppress parent and community support and attendance. The net effect of this may be a gradual loss of support for public education. The group shared personal experiences substantiating this issue.

Jeanne Jusevic suggested encouraging local and state universities to include in the curriculum for education majors/future teachers a segment on the importance of public education.

The impact of reduction of staffing levels on parent/community involvement was discussed at different points throughout the afternoon.

Dr. Lynch concluded that we have to find ways to make the campuses more user friendly.

Each group member was asked to send 3-5 examples of successful parental/community involvement for our "Brag Book".



## **RECOMMENDATIONS**

**Define Parent Involvement**

**Define Community Involvement.**

**Answer who, what, when, where, and how of parent and community involvement.**

**Develop marketing plans for schools using parent and community skills and talents.**

**Identify process(es) for parents and communities to resolve issues and ideas.**

**Review barriers to business participation, remove unnecessary barriers, develop protocols to expedite assistance from local businesses. implement.**

**Create booklet (hard copy and digital) of best practices on Parent/Community Involvement on an annual basis.**

**Create a brag book for each school. (To be created by school)**

**Develop and implement process to ensure that meeting times of major school based committees such as SAC and SAF are at times convenient for parent and community involvement.**

**Work with local and state universities to incorporate a training module on parent/community involvement in the curriculum for education majors.**

**Require training on the effective parent/community involvement and why it is important for all school based staff on a regular basis ( annually, every two years?)**

**Develop manual for school office outlining volunteer opportunities, skills required, time necessary, etc.**

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

STAFF CONTACT PERSON 2011

FOR COMMITTEES WHEREIN EACH BOARD MEMBER HAS AN APPOINTEE

COMMITTEE	STAFF CONTACT PERSON	CONTACT PHONE NUMBER	COMMITTEE CHAIR	MEETING TIME	DAY OR EVENING	FREQUENCY	TIME COMMITMENT
Audit Committee	Pat Reilly Patricia McLaughlin	754-321-2400	Dr. Henry Mack (954) 735-8812	12:30 p.m.	Day	7 Meetings Annually	2 1/2 - 3 hours
District Advisory Council	Nadine Drew Marsy Smith	754-321-2300	Jodi Klein 954-732-8223 Try2EmailJodi@gmail.com	6:30 p.m.	Evening	2nd Wednesday of the month	2 1/2 hours
Diversity Committee	Michaëlle Pope Latricia Lature Terri Jones	754-321-2090	Roland Foulkes C 954-584-1824 rolandafoulkes@usa.com	6:30-8:30 p.m.	Evening	1 <sup>st</sup> Thursday Every Month	2 hours Additional: Site Visits and Subcommittees
Facilities Task Force	Thomas Lindner thomas.lindner@browardschools.com	754-321-1510	Charlotte Greenberg H 954-927-9902 C 954-258-2018 delphobe@bellsouth.net	7:00 p.m.	Evening	1 <sup>st</sup> Thursday Every Month	2 - 2 1/2 hours
Supplier Diversity & Outreach Advisory	Michelle Wilcox Tracy Graham	754-321-0550	vacant	3:00-5:00 p.m.	Day	4 <sup>th</sup> Wed. Every Month	2 hours
Technology Advisory Committee (TAC)	Angela Coluzzi Kelly Frey	754-321-0400	Joel Levine (954) 591-2132 cell	2:00 p.m.	Day	Monthly	2 1/2 hours
Charter Schools Task Force	Jody Perry	754-321-2135	Ruth Roman-Lynch 954-612-7592	6:00 p.m.	Evening	3rd Thursday of 9/15/11 11/17/11 1/26/12 2/16/12 4/19/12 5/17/12	1 1/2 hours

NON-BOARD APPOINTED COMMITTEES

District Advisory Steering Committee	Marsy Smith (D. Sparbeck)	754-321-2300	Jodi Klein 954-732-8223 Try2EmailJodi@gmail.com	8:30 AM to 10:30 AM	Day	Monthly	2 hours
ESE	Denise Rusnak (Cheryl Tarver)	754-321-2225	Ivan Baratz Home 954 752-1567 Cell 954 292-8444	6:30 - 9:00 pm	Evening	Monthly	2.5 hours



ESOL Leadership Council	Yvette F. Fernandez Sayra Velez-Hughes	754-321-2951 Yvette.fernandez@browardschools.com	Zayra Lenchus H-954-749-6584 C-954-324-6874 Zayra2228@bellsouth.net	6:30-8:30 p.m.	Evening	3 <sup>rd</sup> Wed. Every Month	2.0 hours
PTA	Paul Gress 754-321-1970	754 321 1970 754-321-1976	Linda Nestor 954-422-2018	7:00 p.m.	2nd Tuesday	Monthly	2 to 2.5 hours
Gifted Advisory Council	Cynthia Park Crystal Winkles	754-321-2119	Heidi Jameson H-954-262-7185 C-954-630-5634	7:00 p.m.	Evening	3 <sup>rd</sup> Wednesday of the Month	2 to 3 hours
Wellness & Learning Support Committee	Darlene Moppert Food and Nutrition Services	754-321-0216	Director of Food & Nutrition Services retired. A new Director is expected to be appointed	1:00-4:00 p.m.	Afternoon	Varied- Approximately every 6-8 weeks	2-3 hours
Qual. Selection & Eval. Comm. (QSEC)	Denis Herrmann Eileen Hunt	754-321-1675 754-321-1672	Jerry Graziuse 754-321-4200	9 a.m. or 1 p.m.	Day	2 Wednesdays per month	1-3 hours

BOARD/COMMITTEES Updated 9/13/11 jd



# PUBLIC HEARINGS

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## Public Hearings

Public hearings were an important component of the overall outreach and research effort of the Parent/Community Involvement Task Force. Three hearings were held, one in each administrative area of the county. The public was invited to come to these hearings and speak directly to the Task Force.

Invitations to these meetings were communicated in a variety of manners. Follow-up surveys were done to determine how attendees had heard about the public hearings.

The public hearings were held in the auditoriums of local high schools (Coconut Creek, Plantation and McArthur). Task Force members and subcommittee members were available to sign-in attendees and distribute materials prior to the meeting. Each public hearing began promptly at 7:00 p.m. and continued until 9:00 p.m.

The format of the Public Hearing was consistent:

1. Opening Remarks welcoming participants, explaining the purpose to the PCITF, and outlining the process for speaking. This portion of the program was kept to a minimum to allow the maximum amount of time for speakers to address the Task Force.
2. Speakers were allowed three minutes each to address the Task Force. They could speak on any topic, share ideas and identify concerns.
3. At the end of the meeting, the Task Force thanked the audience for their participation and encouraged them to follow the progress of the PCITF by visiting our webpage (<http://www.broward.k12.fl.us/pctf/>). An invitation was extended to join subcommittees or submit written comments and ideas.

The auditorium was set up with two microphones in the audience. The PCITF members sat on the stage and listened to the speakers. The public hearings were an opportunity for the public to speak. It was not intended for the PCITF members to respond, explain, justify, or in any manner take time away from public input. Broward County Public Schools staff were available in the auditorium to address concerns and answer questions where necessary or requested.

The public hearings proved very successful. They were well attended. Participants spoke on a wide range of topics and brought forward many creative and sound ideas which have been incorporated in the recommendations of the Parent/Community Involvement Task Force.



**Please join us for a  
Public Hearing  
On  
Parent and Community Involvement**

**October 6, 2011  
7:00 p.m. to 9:00 p.m.**

**Plantation High School  
6901 NW 16th Street, Plantation 33313**

***Special Welcome  
From the New Superintendent  
Robert Runcie***

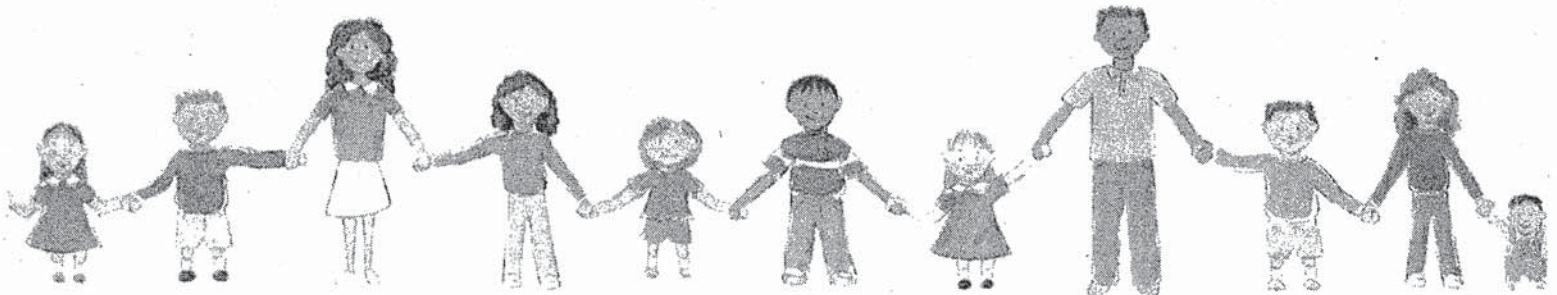
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**What is the  
Parent/Community Involvement Task Force?**

The Broward County School Board established a Parent/Community Involvement Task Force to energize and increase parent and community involvement in our schools. The committee is studying every aspect of current involvement and researching initiatives to make the community a more integral part of our schools.

We need your help to understand what works and what does not work and how we can improve our local schools through meaningful community involvement.

**Each person will be given three minutes to speak or may share their observations and ideas in writing.**







**Please join us for a  
Public Hearing  
On  
Parent and Community Involvement**

**October 20, 2011  
7:00 p.m. to 9:00 p.m.**

**Mc Arthur High School  
6501 Hollywood Blvd., Hollywood, FL 33024**

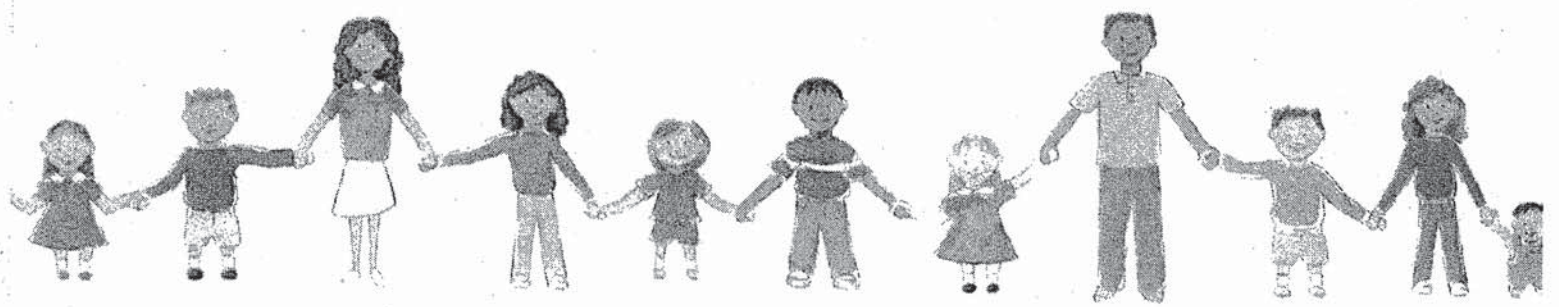


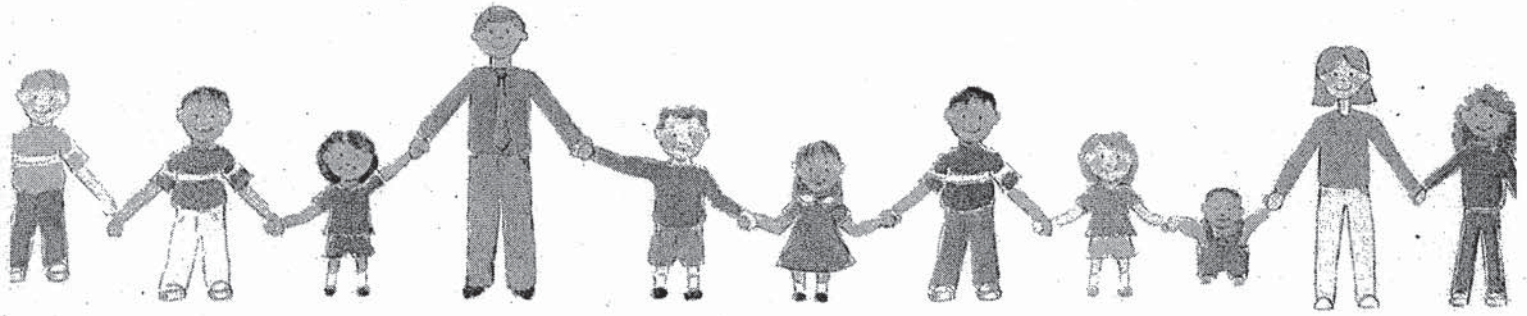
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**Do You Feel Your Voice Is Being Heard On School-Related  
Issues?**

**Here is your chance...**

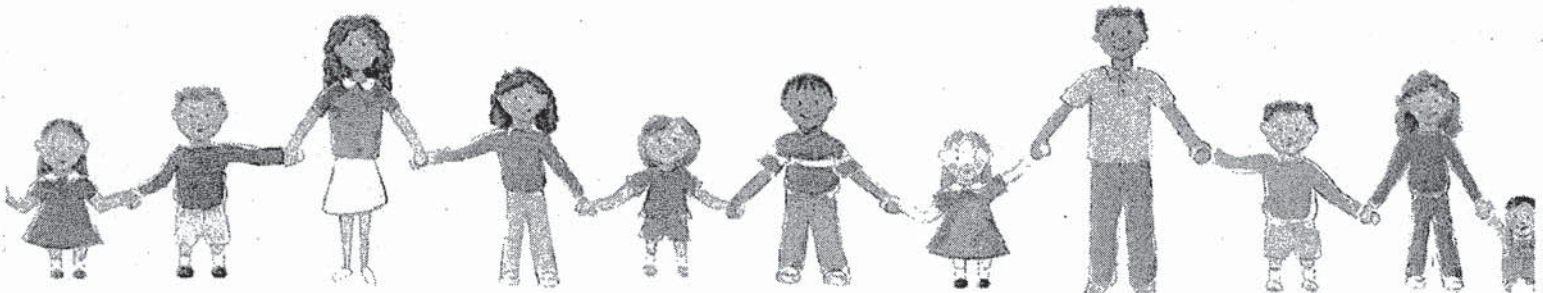
**The 3<sup>rd</sup> Public Hearing on  
Parental and Community Involvement**

**November 10, 2011**

**Coconut Creek High School  
1400 N.W. 44<sup>th</sup> Avenue  
Coconut Creek, FL 33066**

**7:00 p.m. to 9:00 p.m.**

**Speakers will have three minutes to give their ideas and  
concerns about what works and what does not work and  
how we can improve our local schools through meaningful  
community involvement or may share their observations in  
writing.**





**October 6<sup>th</sup>, 2011 Task Force comment cards**

**Cafeteria:**

Cafeteria food options to include whole food plant based options.

My son, A castle Hill elementary student, has a weight issue. At home we eat that diet. Over the summer he will lose weight, but as soon as school starts in August, he regains the weight. He receives free lunch. His cholesterol is borderline problematic. Please give us a food alternative to processed foods that have no or little nutritional value.

**Dress Code:**

Arlene Willis - [ArWillis@hotmail.com](mailto:ArWillis@hotmail.com)

Dress for Success.

Bulley; "Put your pants up".

Teresa Everette - [t\\_ev3313@yahoo.com](mailto:t_ev3313@yahoo.com)

I'm interested in working on community that addresses specific needs.

Miriam Niebla - Westglades M.

I have a specific concern. In order for a parent to volunteer in the school (on campus) or even as a level II chaperone, fingerprinting is required. In the given economic state, \$75.00 is a lot for some parents (particularly in the eastern schools) to pay.

It is also a hardship to get clearance downtown. If fingerprinting can be taken to (offered at) the school once or twice a year, you would encourage additional parent volunteers.

Hello, I just wanted to say that public schools in Broward are still a lot better from when I graduated in 1993. There are a lot of opportunities for our client and I thank you! Please continue to make it a great education.

**Parent Engagement Strategy:**

Julia Lewis Spann - [jspann@nova.edu](mailto:jspann@nova.edu)

Solutions proposed: Use online chat technology and chat sessions to reach working parents who cannot attend. Also, Guerilla Marketing Campaign to raise awareness and to stimulate involvement, show the value and added benefits and get celebrity endorsements.

**Technology and Global Competiveness:**

Julia Lewis Spann - [jspann@nova.edu](mailto:jspann@nova.edu)

I advocate strongly for innovation in technology and interaction with curriculum. Apple is a great start, especially iPad and iPad Touch. Please invest in this area and allow a certain number to be checked out to bridge the digital divide (I know this is risky). Also, partner with public libraries to bridge the digital divide.

Parents in Broward must register to volunteer online and provide a photo I.D. Parents in struggling homes don't always have internet access.

Immigrant parents don't always have picture I.D.'s. Too much red tape!

Please look into removing transportation for AYP Choice Schools. Students who choose to not go to their home schools should not be given transportation. That money can be used for other things.



Parents who are immigrants from every language spoken, not just non-English speakers need acclimation services.

United States education is very different and first time parents of first generation Americans need help to understand the system better and learn about all the programs that are available so their children can be prepared to compete globally.

**Non-In structural Staff:**

I am hired as a Community Liaison to assist parents, but I am not allowed to go on home visits. Only to do clerical work in the office. Where is the parental involvement?

**Uniformity Dress**

**No Cell Phones**

**Give teachers more respect and authority for control over unruly students.**

**Teach Respect.**

Kristen Potter - Blance Ely High

"Low performing" schools need to improve but struggle with funding.

Class size should be lower and smaller classes for more intensive remedial reading and math classes.

I am concerned that if a school is under enrolled and teachers need to be cut, we aren't AP's cut as well. It means that there is not enough students to manage. Please address this issue.

### **Transportation:**

Non-air conditioned busses in schools (N.W. Section) may be one to two.

DCLC - increase staff immediately all locations need to be placed I school buildings.

270+ schools are too many in one county. Combine a few and mandate charter schools use those buildings. Too many charter schools are behind on rent.

Implement programs to increase reading in High Schools, i.e., SRA, hooked on phonics.

Parents do volunteer hours.

### **Bussing Transportation:**

Currently we bus children that live across the street from Silver Trail Middle to Weston. Then we bus kids from Flamingo Road to Silver Trail, and the kids that live in Towngate by Silver Trail are bussed to Flamingo, This is crazy to me as gas is \$4.00 a gallon for a bus that gets 4 mpg, it's crazy. Stop bussing children.

### **Cut Principal Jobs:**

With the recent budget cuts we are losing great teachers. Why not consider putting one principal over 2 schools to cut administrative costs. They are never at their schools, always in meetings, why not bring the meeting information back to schools instead of one. Each school has a V.P. per grade.

### **Increase Volunteers in School:**

If you want to increase volunteers in a school, the PTSA at Silver Trail Middle has one of the largest budgets in the country. Why not ask them how they do it.

### **SES Title I. (Funds for tutoring to free and reduced students):**



Provider information is hard to get our hand on in order to research tutoring companies to have our child go to. Especially when we have a child with disabilities (we need to research a lot of things) where all the forms this year for tutoring our children needs because of attending a failing school.

**PTAVP Indian Trace Elementary: Haydee Nunn,**

At our school we created a weekend program through the beautification committee. The Green Day clean up daily. From it's reception this was an environmental program intended to instill pride and school spirit. We had been discouraged from soliciting volunteers by former volunteers, but we still did it and for 3 years, we have brought 250+ volunteers. In this informal setting we have been able to change the environment in which our children study, our teachers and volunteer work and community businesses benefit. Through this event we have grown to be a stronger community working together.

Please contact:: Mrs. Kathryn Puccio, Dr. Arlene Amarant, Mrs Wanda Ross and Haydee Nunn, volunteer for more information on that program.

Green Day Beautification, Indian Tree Elementary PTA, Weston, FL 33326.

Haydee Nunn, PTAVP, Indian Tree Trace Elementary

No specials - no planning time. Teachers are stressed out because of no planning time. We have volunteers to help with specials, but are limited by rules about children not being with volunteers alone.

**Concerns that should be considered:**

Rehire Now!!! We need or jobs back now!!!.

1. How soon will Broward rehire teachers were laid off effective 7/1/11?  
Experienced, veteran teachers are leaving Broward and seeking employment elsewhere. This is so sad. This county needs experienced teachers. Please move forward rapidly!!!

2. Check sub-central and hire certified teachers from there for full-time instructional positions.
3. Help paraprofessionals and support staff with master's degrees to become certified teachers. They need help!!!

**Ileana Rousseau: 954-756-5463**

**[ileanarousseau@bellsouth.net](mailto:ileanarousseau@bellsouth.net)**

**Communication** is key to the success of the community task force.

1. Reaching more parents is critical. Data basing, e-mail addresses on the Broward School County School website so that e-blasts can go out to interested parents that would bring a much larger attendance.
2. Social Media Marketing needs to be part of every event and meeting. Tonight's meeting should be streaming live on Twitter and Facebook so parents that could not attend could still participate. (Should be taught to administrators).
3. Volunteers should be treated as job applicants and be presented with job descriptions and hours so they understand the level of opportunities and commitment. Most parents would probably help if they knew what to do.
4. Fund-raising at the district level if the website and database could be used for advertising for companies that are relevant to our schools.

The public schools of Broward County need to do P.R. and marketing their own individual schools. Charter schools are taking students and money away from Broward because they market their schools.

I would like Mr. Runsey to lobby the Florida Legislature to find the laws they pass. Ultimately, it is our legislators who have broken down our education budget.

Every child deserves a well-rounded education. It is unacceptable to cut teachers, do away with specials and to endure the suffering of a disgruntled staff.

Due to budget cuts, certain teachers are not being utilized in their best capacity. For



example, at my children's school, a National Board Certified Teacher who also holds a Ph.D. in Technology is now back in a Kindergarten class due to the "technology" special being cut.

Is this really in our student's best interest?

Work to keep portables to allow schools to hold more kids. Less buses which is less money spent on gas, drivers, bus maintenance.

I am willing to provide help in more parent and community involvement in such areas such as:

1. Fund raising activities.
2. Sports activities.
3. Dressing for success.
4. Assignments of parents being a parent to young parents.

Third world countries are doing much better educational than our government in USA. We need to change concept so that we can be #1 again. God bless!

**A question and observation:**

As the school system goes electronic with forms and information, there is an assumption that all households have computers and internet access. In my school, less than 25% of the parents have computers and therefore cannot get the information unless the school runs the material off at an expense to the school or they try to get information from someone who has a computer or can go into the school to use the computer. That can be done for parent and students that are on the wrong side of the digital divide. You are leaving behind a large segment of the population.

**My name is Chela Saint-Forent.**

I know you don't have time to hear my speech tonight, but please give me a call at (754) 235-3083. I'm a Haitian citizen and I need you; you will need me too.

**Mirror Lake** has an excellent ESE program. Why not formulate a plan to have those schools who are failing parents' needs to get some sort of training or shadowing to see what's being done to benefit those students.

With the budget crunch please advise the Board to reconsider the Adoption Process. Broward has spend millions adopting a new series and in 2-3 years the text is up for adoption. Do we in this time and age need to reconsider the adoption process? 2 + 2 = 4 in any series. Please revisit.

**Broward Schools:**

**Mrs. Parchment: 754-246-3372**

1. We have people with good customer service.
2. Parents should be allowed to send their children to school of their choice.
3. Breakfast Policy: Every child needs to eat.
4. My son has learning disabilities. Need advocate for him.
5. Staff at local schools need to learn to communicate with parents.
6. We need computers to enhance education in the home.

I feel there are many good teachers and principles. Some that are just comfortable on biding there time for retirement. I would like to see a system that would hold all teachers accountable and not just collect a paycheck.

I'd like to know there is a better system to deal with unruly children rather than calling law enforcement as a first resort especially at the elementary level! Social workers and



community liaison to follow up with parents. Law enforcement should not be called on a daily basis.

**Hello - Welcome superintendent:**

My name is Karen Procelli and I am the product Behavior Specialist of Sunland Park Elementary. I am SAC chair and Volunteer to Partnership Liaison.

We have the most dedicated and engaged principal of Sunland who I am honored to work with. She has done amazing things for Sunland students and the community.

This year our first SAC meeting housed approximately 40 adults versus last year perhaps 5 parents at any given meeting. We are delighted with the awareness that our faculty, staff and administration are bringing to the community. It is a wonderful thing to see children go to their community school.

With that said, our challenges are different. We educate the parents and children who as other speakers said are in crisis mode. Despite our daily ongoing efforts we have great difficulties building our volunteer program. Our single parents are dealing with survival issues. We do not have a PTA nor fund raisers as of yet, not for the lack of trying, but due to the unusual needs of our community.

I would like to see hands helping hands in a connection of schools helping each other. The USA helps other countries. What about wealthier communities who have successful PTA's and community involvements programs joining forces with a more struggling school like Sunland.

We are proud of our accomplishments and they are many, but our challenges are very different.

I am very happy to see you in Broward and I hope you visit our school so I can proudly show you around.

I am sorry I did not get to speak, but I am happy to share my thoughts.

Thank You!

**Rae White:** [Normanrae@aol.com](mailto:Normanrae@aol.com)

It's no surprise that parents are busy people. Most are desirous of "helping" the

schools, but many people need a "mentor" and customer support for their efforts. How to engage and keep parents; how to get information you need to know in the ears of parents. We often hear, "its on x, y, z website so we have informed them. There's a barrage of public information out there. There needs to be direct marketing to parents much like a business advertises its products. People want to be part of success . A corrected, continuous and targeted effort to keep parents informed of the good and the bad is solely needed. Allow and encourage school administrators to tell it like it is - patents will help you.

**Bair Middle and South Plantation High:**

**Julie Ramdial - Parent of 3 / Instructional Designer / School Volunteer**

1. Development Skills for High School Teachers. Older teens have different learning needs than younger children and like adults want to know "why" and what's in it for me. Many teachers are still not versed on how to vary their teaching styles to engage all students at various levels. With restrictions on their time, they stay within their comfort zone, many lecturing only (speak at Kids, not involve them) to be done before the bell rings. Give teachers more "tools" and enough time to teach.
2. Treating middle scholars with respect and not treating them as juvenile delinquents. These children who were nurtured in Elementary School walk into an entirely different culture when they step into 6<sup>th</sup> grade. Remember the Pygmalion Effect. You will get whatever you think. Kids learn from what they experience - both good and bad. If a school looks and feels like a jail it has an intangible effect on our children and teachers.
3. Get retirees more involved in schools. Solicit business to partner so employees get time to be school volunteers.
4. Ensure that kids lunch is safe. Hot foods stay hot and cold foods cold. Also, last lunch shift has food.

If you need to, please contact me at [jrhorizons@yahoo.com](mailto:jrhorizons@yahoo.com).



PCITF  
MEETING MINUTES  
AND AGENDAS





# Howard County Public Schools

## Parent/Community Involvement Task Force

### Meeting Minutes

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KC WRIGHT ADMINISTRATION BLDG.

10<sup>TH</sup> FLOOR CONFERENCE ROOM

NOVEMBER 28, 2011 / 5:30 PM TO 7:00 PM

Chair: Mary Fertig

Facilitator: Jeffrey Moquin

In-person: Janet Bravo, Wayne Johnson, Jodi Klein, Andrea Lubell, Gloria Moschella, Lew Naylor, Scott Neely, Linda Nestor, Laurie Rich Levinson, Elisa Wolfe

Phone Bridge: Zayra Climes-Lenchus, Bernie Kemp, Melodee Putt

- Call to Order

Ms. Fertig called the meeting to order.

- Minutes

Following two requested revisions, the October 25, 2011 meeting minutes were approved.

- Task Force Updates

Ms. Fertig reported all November 2011 Task Force events were very successful. These include the Middle School Forum at Indian Ridge Middle School on November 2, the Parent Forum at Coconut Creek High School on November 10, and the Non-Profit Forum on November 14.

- Subcommittee Reports

#### Business Outreach

Ms. Lubell discussed the upcoming Business Forum at Pier 66 (December 7, 2011). Todd Sussman emailed all task force members the invitation during the



meeting for members to forward to business partners. There is space for 110 business representatives.

It is estimated ten (10) facilitators will be needed to lead the break-out groups at this forum, and five (5) have been confirmed. Ms. Fertig requested all volunteers for this event be present prior to the 6:30 p.m. start time.

### Communications

Co-chairs for this subcommittee were not present at tonight's meeting.

### Community Outreach

Ms. Fertig discussed the Non Profit forum that occurred on November 14, 2011. She stated it was very successful, with 70 participants. The organizations received their invitation by email.

Ms. Fertig reported on common threads discussed in the various break-out groups. One example: the long length of time for volunteers to be processed through security (background checks).

Mr. Sussman reviewed the four (4) "buckets" as categorized by Superintendent Robert Runcie at the forum's conclusion:

1. Make the system more user-friendly for the non-profit organizations.
2. Be strategic with priorities. We cannot afford to waste resources. Develop a strategic plan, with the non-profit organizations participating in its development.
3. Measure the results. We need to constantly track that information (those being served and the outcomes).
4. Improve communications (messaging). An example he offered: Students who overcame challenges can be an inspiration to those who are struggling.

Mrs. Rich Levinson stated the Community Outreach committee is developing a directory of services to be posted online. Although hard copies will also be made available to schools, the information sometimes becomes quickly outdated.

## Municipal

Mr. Naylor recommended holding a forum to invite cities' elected officials to provide their input into this process. Ms. Fertig, Ms. Moschella, and Mr. Naylor attended Broward's League of Cities meeting on Nov 3, 2011 to provide an overview of the Task Force and request their assistance and feedback regarding the Task Force's activities.

## Research

Mr. Kemp reported the Research subcommittee will meet next week to focus on parent involvement models used nationally. In addition, his subcommittee is reviewing the notion of contracts and agreements between parents and schools, currently implemented in Title I schools (as required by law).

He also listed additional considerations:

- An app program for downloading to cell phones
- A project on leadership
- A Parent University program

Ms. Klein recommended recruiting Robert Mayersohn to participate on the Research subcommittee, as he has been very helpful in this area.

## School Outreach

Ms. Putt reported on the school visits members of her subcommittee completed in November 2011 to administer parent surveys in-person. For these in-person visits, three discussion questions were included:

1. Under what circumstances would you get involved?
2. What would it take to get others involved?
3. What are the greatest barriers to parent involvement in the schools?

She listed the barriers to involvement frequently cited by parents: work, child care, language, and past arrest records. In addition, some parents reported not being called back by schools after they signed up to volunteer.



Ms. Climes-Lenchus stated some of the schools she visited (including elementary and middle schools) informed her that the survey was already sent by email to parents.

Mr. Moquin reminded the Task Force of the two memorandums (one to elementary schools, one to middle and high schools) sent by Superintendent Runcie on November 14, 2011, directing schools to distribute the surveys, with a December 2, 2011 due date.

Ms. Klein will arrange for high school students to input the survey data as part of their community service hours. Mr. Sussman will arrange for the surveys to be counted prior to submission to Ms. Klein.

Ms. Putt has received feedback from non-instructional school staff (i.e. clerical and custodial staff) that the Teacher Survey does not encompass their viewpoint. Ms. Fertig suggested circulating a non-instructional staff survey through their employee groups, including Confidential Office Personnel Association (COPA). Ms. Putt will draft a survey prior to her next subcommittee meeting, December 8, 2011.

Mrs. Rich Levinson inquired if hard copies of surveys were sent home with middle and high school students. Mr. Neely will look into this at the next principals' meeting. Mr. Johnson stated survey distribution was encouraged at the school where he teaches, Plantation High School. Mrs. Climes-Lenchus reported middle schools she visited sent home hard copies of the surveys with report cards, adding that the memo from Superintendent Runcie helped.

- Planning Work Schedule

#### Business Forum

- Wednesday, December 7, 2011

Hyatt Regency Pier 66, Crystal Ballroom, 6:30 pm – 8:00 pm. Volunteers and participating Task Force members were asked to arrive early.

#### Municipal Forum

A forum for elected officials was recommended. Update: Following tonight's meeting:

- Thursday, January 12, 2012 was chosen for this forum (KCW Board Room, 1 pm – 4 pm).

Faith-based Forum:

Ms. Fertig indicated a faith-based forum will be planned for January 2012. Laurie Rich Levinson added that School Board Member Ben Williams would attend this forum.

Chairs of District Committees Meeting:

Ms. Fertig and Ms. Klein will co-lead. Date and location to be determined.

Future Task Force meetings:

- January 2012 – Meeting #1 - Date and location to be determined.

At this meeting, subcommittees will provide (1) summaries of their research initiatives and (2) preliminary recommendations.

- Thursday January 19, 2012 – Meeting # 2 – Location to be determined.

At this meeting, subcommittees will provide (1) a summary of their research and findings, and (2) their recommendations.

- Wednesday, February 1, 2012 – Back-up date if needed.

Dates will be finalized and emailed by Ms. Fertig, who asked all Task Force members to attend these meetings for voting purposes.

Other important dates:

- Tuesday, February 7, 2012

Deadline for Final Draft of Subcommittee and Task Force Report

- Friday, February 17, 2012

Deadline for written Report to be delivered to the District for posting on e-Agenda.



- Tuesday, February 28, 2012

#### Board Workshop Presentation by the Task Force

- Report Format

The written report format (in outline form) was reviewed. Ms. Fertig stated all research findings should be catalogued and explained in the report.

Mr. Moquin stated District staff will develop a mechanism to pull data out of the surveys. He asked Task Force members to let him know what information they would like to see included (for example, the top five barriers to parental involvement). Comments included on surveys will be included, separately, in the final report.

- Adjourn

Ms. Fertig adjourned the meeting.



# Howard County Public Schools

## Parent/Community Involvement Task Force

### Meeting Minutes

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KC WRIGHT ADMINISTRATION BLDG.  
10<sup>TH</sup> FLOOR CONFERENCE ROOM

OCTOBER 25, 2011 / 5:30 PM TO 8:00 PM

Chair: Mary Fertig

Facilitator: Jeffrey Moquin

Present: Janet Bravo, Bernie Kemp, Jodi Klein, Doug Kruse, Andrea Lubell, Gloria Moschella, Lew Naylor, Scott Neely, Linda Nestor, Melodee Putt, Laurie Rich Levinson, Elisa Wolfe

- Call to Order

Ms. Fertig called the meeting to order.

- Approval of Meeting Minutes

The August 25, 2011 meeting minutes were unanimously approved.

- Task Force Updates

Ms. Fertig distributed two documents:

- (1) A transcript of the comment cards returned from the October 6, 2011 Parent Forum at Plantation High.
- (2) The format (outline) for the written report of findings and recommendations for submission to the School Board.

Laurie Rich Levinson, School Board Member, stated the findings of this Task Force will be used to review and revise existing policies.

Ms. Fertig announced a one-month extension will be requested to complete the report. She stated the idea is to utilize the data and research to arrive at recommendations. Mr. Moquin indicated this would be a layered process. We are still in the data gathering phase, which will lead to recommendations for a final report.



Doug Kruse stated there is not a "one size fits all" paradigm for parent involvement. It will vary by school.

- Sub-committee Reports

#### Business Outreach

Andrea Lubell and Elisa Wolfe reported conducting a survey to learn what schools are doing well. Broward Alliance was invited to address this subcommittee on November 9, 2011. Members are looking at increasing the District's revenue through advertising and will integrate some of the ideas discussed at a recent School Board workshop on this issue.

Mrs. Rich Levinson stated a District-wide Business outreach forum is in the works, to gather as much data as possible and discuss ways businesses can get involved. The target date is December 7, 2011, and the new Superintendent plans to attend.

#### Community Outreach

Although no sub-committee co-chairs were present at tonight's meeting, Ms. Fertig indicated they are planning to hold a non-profit fair in November 2011 to discuss the community's relationship with the District.

#### Municipal Relations

Lew Naylor reported this subcommittee developed a questionnaire to give to advisory boards and municipalities. More than half of the cities have already provided feedback. He contacted Broward League of Cities and will attend their November 3, 2011 Executive Director's meeting in Hollywood. Ideas garnered from the questionnaires and subcommittee members will be fleshed out at the meeting.

Mrs. Rich Levinson reported efforts to increase attendance at the third, forthcoming public forum.

Elisa Wolfe would like to hear from more involved parents, including Parent Teacher Association (PTA) and School Advisory Council (SAC) members, at the public forums. She also hopes for parents to present constructive solutions and recommendations at the forums, in addition to discussing challenges they face. Ms. Fertig framed the grievances voiced at recent forums as a lesson that people want their grievances heard.

Mr. Kruse stated the District phone blasts are sometimes lengthy. He recommended they be more succinct to get the message across, for example, when informing parents about a public forum. Mrs. Rich Levinson indicated the phone blast for the third parent forum, November 10, 2011, will occur a week prior to the event.

### Communications

Mr. Kruse stated the fundamental philosophy of customer service needs to be operationalized at schools. Communications from the schools (directly from principals, for example) may be more effective than District phone blasts.

This committee will invite an Area Superintendent to come to a meeting and discuss ways schools can make parents feel more welcome.

Mr. Naylor recommended the District use its Twitter account to advertise the parent forums. Mr. Moquin indicated some schools have their own, individual Twitter accounts. Ms. Lubell suggested Facebook communications to parents. Linda Nestor, PTA President, stated many people are getting their information from Facebook more than TV news because it is instant and brief.

Ms. Fertig suggested distributing fliers advertising the November 10, 2011 parent forum at high schools football games. She will provide the paper for the fliers.

A master list of parents' preferred methods of communication was requested. Mr. Moquin reiterated communication is personal to the individual. The District maintains information on students. It should also maintain information on parents' preferred methods of communication.

Utilizing School Board secretaries' mailing lists was also recommended.

Mr. Moquin announced a public information officer position is being created in the District.

Several members indicated the style and language of the parent forum invitation should be more user-friendly and inviting.

### Research

Bernie Kemp, PTA Representative, stated his sub-committee was asked to review the prospect of advertising on school buses. A new bill on this topic is being proposed. In addition, it was recommended the Research sub-committee look into a cell phone application to reach parents.



Although Mr. Kemp reported not receiving research requests from the other subcommittees, Mrs. Rich Levinson requested his sub-committee research parent involvement models in other Districts and areas.

Gloria Moschella referred to comedian Bill Cosby's model encouraging high school students to graduate. She asked Mr. Kemp to research this model, which has been covered by the national media.

Ms. Fertig asked Mr. Kemp to research other school district's effective means of communication.

### School Outreach

Melodee Putt stated the District's website is trying to cover all bases and added she observed a resistance to paper communications as they are expensive. However, for many people, that is their preferred method as they may not have access to technology.

Jodi Klein stated the age of a child plays a role in the parent's preferred method of communication. Parent of elementary school students often prefer messages sent home in their children's backpacks, whereas high school often do not like this method.

Mr. Naylor suggested utilizing the District's online student grading system, Pinnacle (through a splash page) as a vehicle for messages.

Janet Bravo suggested printing two parent forum invitations per page to save on paper costs.

Ms. Nestor stated some school principals view the parent survey as a higher priority than other principals, and that message gets passed on to the students, who in turn communicate the importance of completing the survey to their parents. Several members indicated a deadline for the survey is needed.

Ms. Putt announced the School Outreach sub-committee will begin school visits. Mrs. Rich Levinson confirmed Ms. Putt may use the parent task force introduction letter from Donnie Carter as well as the video when reaching out to schools. Ms. Putt indicated the school visits will be coordinated by subcommittee member Mary Margaret Langton. To sign up for a school visit, task force members should email Ms. Langton at [mmlangton@hotmail.com](mailto:mmlangton@hotmail.com) to sign up for a school visit.

Ms. Moschella recommended utilizing schools' top students to assist with distributing the surveys. In turn, they would earn community service hours or

extra credit. Mr. Naylor reminded task force members to get the principal's permission before visiting any school.

Scott Neely, Principal, reminded the task force of the District's zones, each with a head principal. He recommended conveying task force messages at their monthly meetings as an effective communication method.

Ms. Fertig suggested holding a focus group with the principals to solicit their views on improving parent communication. In addition, she stated the task force can learn from charter school parents. She asked the School Outreach sub-committee to talk to parents of charter school students to obtain their views on parent and community involvement. Finally, she recommended meeting with chairs from existing District organizations (including DAC, PTA, the Audit committee, Diversity, and Facilities).

Mr. Naylor added the District has its own parent involvement department, the Office of Parents, Business and Community Partnerships. Mr. Kruse stated a representative from that department, Paul Gress, attended a Communications sub-committee meeting and discussed parents' viewpoints. Mr. Naylor also recommended attending a Parent Involvement Communication Council (PICC) meeting. The next one is Monday, October 17, 2011.

Ms. Fertig discussed the issue of sub-committee co-chairs voting if they do not attend the meetings. Mr. Naylor suggested they should send a representative when they cannot attend.

Ms. Wolfe recommended creating a District-wide forum, online, where people can voice their opinions and share success stories.

- Adjourn

The meeting was adjourned at 7:50 PM.

- Future Meetings
  - Wednesday, November 2, 2011 – Middle School Forum at Indian Ridge Middle School, 7:00 PM to 9:00 PM
  - Thursday, November 10, 2011 – Public Hearing (Parent Forum) at Coconut Creek High School, 7:00 PM to 9:00 PM
  - Monday, November 28, 2011 - Task Force Meeting at KCW, 10<sup>th</sup> Floor Conference Room, 5:30 PM to 7:30 PM





# Broward County Public Schools

## Parent/Community Involvement Task Force

### Meeting Minutes

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Thursday, August 25, 2011  
KCW, 10<sup>th</sup> Floor Conference Room, 5:30 p.m. – 8:00 p.m.

**Facilitator:** Jeffrey Moquin, Executive Director, Support Operations

**Chair:** Mary Fertig

**Attendees:** Janet Bravo, Karen Davis-Powers, Wayne Johnson, Doug Kruse, Andrea Lubell, Gloria Moschella, Lew Naylor, Melodee Putt, Laurie Rich Levinson, Cathie Starkey, Gwen Watson, Elisa Wolfe.

- ❖ Approval of June 15, 2011 meeting minutes.

The minutes were unanimously approved.

- ❖ Purpose

Mary Fertig, Chair, informed the group the purpose of tonight's meeting was for each subcommittee to present a report on its progress.

- ❖ Subcommittee Reports

#### A. School Outreach

Melodee Putt reviewed two survey forms created by the School Outreach subcommittee: (1) Parent/Community Member Survey, and (2) Teacher Survey.

In addition to hard copies of the Parent Survey being handed out at Open Houses and the Teacher survey being made available at schools, Mr. Moquin agreed to have the Teacher Survey posted to the home page of the District's website for easy access. A schedule of upcoming Open Houses from August 29, 2011 to August 31, 2011 was distributed.

It was recommended the subcommittee work with principals to determine the best method for distributing the Parent Survey. Posting on individual school websites was another suggestion, as was sending home the survey with students in their back-packs.

Laurie Rich Levinson informed the group she attended the high school principals' meeting and asked the principals to welcome Parent/Community Involvement Task Force (PCITF) members to their schools. She also suggested the District distribute a letter explaining the importance of the surveys. Mary Fertig recommended this letter come from the PCITF.

It was suggested the surveys be available in other languages besides English.

Recommended changes to the "Parent/Community Member Survey":

- Add phrase, "Parents, we need your help" at top.
- Delete line, "Due to recent budget cuts..." in the introductory paragraph, because participation is vital even in schools where the budget is not an issue.
- Delete the question mark (?) in the third sentence in the introduction.
- Following the "willing to volunteer" question, add check-off boxes for (1) at home, and (2) at school.

Gwen Watson reported 64% of parents of our District's students do not have Internet access.

Next School Outreach subcommittee meeting: August 31, 2011, Plantation High, 5:30 p.m.

#### **B. Business Outreach**

Andrea Lubell and Elisa Wolfe reported this Subcommittee drafted a survey and will provide it to task force members at a later date. Their goals include (1) to learn how to raise more dollars from businesses, (2) to look at what is being done elsewhere, and (3) to bring in more business through advertising.



Laurie Rich Levinson informed the group about the Board workshop on October 11, 2011 regarding additional resources, including advertising on buses.

Next Business Outreach subcommittee meeting: September 7, 2011, Plantation High, 6:00 p.m.

C. Community Outreach

Gwen Watson stated her subcommittee is focusing on reaching out to non-profit organizations, and how the District can help non-profits work with the school system.

She stated there is a gap in communication between non-profits and schools.

Next Community Outreach subcommittee meeting: August 31, 2011, Plantation High, 5:30 p.m.

D. Municipal Relations

Gloria Moschella stated this subcommittee will reach out to education advisory boards in other cities and has developed a questionnaire for city officials. Each member will target more than one city. A letter introducing the task force -- addressed to the mayor, commissioners and city managers -- was distributed at tonight's meeting. The subcommittee will send this letter to all municipalities.

Next Municipal Relations subcommittee: September 19, 2011, Plantation High, 6:00 p.m.

E. Communications

Doug Kruse reported "communications" is broad in its meaning and his subcommittee has narrowed it to two areas for focus: (1) customer service, and (2) finding a mechanism for parents to interact with each other.

Regarding customer service, several examples of schools (including charter schools) as well as other companies (such as Wal-mart with greeters) that make people feel welcome were shared.

Regarding increasing interaction among parents, social media was discussed as one avenue. This subcommittee's next step is to develop something for school employees to

understand the need to make parents feel welcome. Receptionists and front office staff, the first contact parents have with a school, and their role were discussed. A committee member asked if Human Resources offers a training module for front office staff.

Next Communications subcommittee meeting: September 14, 2011, Plantation High, 6:00 p.m.

#### **F. Research**

This subcommittee can help the other subcommittees with any research and statistics they need.

Ms. Fertig requested all subcommittees generate their own reports of their findings, to bring to the PCITF to accept, reject, or amend. It was suggested the reports be kept simple for easy identification of the "flavor" of the findings, with demographics used for support as needed. Many helpful recommendations are anticipated.

Next Research subcommittee meeting: September 14, 2011, Plantation High, 6:00 p.m.

#### ❖ **Planning Task Force Work Schedule and Community Input**

Ms. Fertig recommended the PCITF hold parent/community forums to give parents and other community members the opportunity to talk and have their voices heard. It was suggested their time to talk be limited to three minutes to afford a greater number of parents the chance to speak. It was also recommended the forums occur in the North, South, East and West areas, and that Task Force members attend forums outside of the usual locations they attend, to experience a different setting and perhaps see what misconceptions they have regarding certain locations. The forums will take place from 6:30 pm to 8:30 pm. Dates were selected as follows:

- **Wednesday, October 5, 2011 – Plantation High (requested)** [After the meeting, it was determined there was a conflict and the date was changed to October 6, 2011.]
- **Thursday, October 20, 2011 – 2 meetings, North and South (location to come)**



- **Wednesday, November 2, 2011 – 2 meetings, East and West (location to come)**

❖ **Video**

**A brief, BECON-produced DVD to introduce the task force and define its purpose was shown. This DVD will be posted on the District's website and shown at Open Houses to increase awareness of the PCITF.**

❖ **Adjourn**

**Ms. Fertig adjourned the meeting.**



# Broward County Public Schools

## Parent/Community Involvement Task Force

### Meeting Minutes

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Wednesday, June 15, 2011  
Plantation High, Auditorium, 5:30 p.m. – 6:00 p.m.

Facilitator: Jeffrey Moquin, Executive Director, Support Operations  
Chair: Mary Fertig

❖ Welcome

Laurie Rich Levinson, Board Member, welcomed the Task Force and Subcommittee members.

❖ Purpose

Mary Fertig, Chair, reviewed the purpose of the Task Force, to increase and enhance parent and community involvement in Broward County.

❖ Video

*Did You Know?*, a brief video providing an overview of our school district, was shown.

❖ Subcommittee Co-Chairs

Jeffrey Moquin introduced the co-chairs and presented a PowerPoint outlining the purpose of each subcommittee.

1. Business Outreach

Co-Chairs: Andrea Lubell & Elisa Wolfe

2. Community Outreach

Co-Chairs: Gwen Watson & Wayne D. Johnson



3. Municipal Relations (City / Government)  
Co-Chairs: Linda Lewis & Gloria Moschella
4. Communications  
Co-Chairs: Doug Kruse & Karen Davis-Powers (absent)
5. School Outreach  
Co-Chairs: Jodi Klein, Maggie Zalamea & Melodee Putt
6. Research  
Co-Chairs: Bernie Kemp (2<sup>nd</sup> Co-Chair – To Be Determined)

❖ Break-out Sessions

Following the meeting in the auditorium, each subcommittee met separately to discuss their charge and begin the planning process. Separate follow-up meetings were scheduled by each subcommittee.



# Broward County Public Schools

## Parent/Community Involvement Task Force

### Meeting Notes

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Wednesday, May 18, 2011  
KCW, Pre-Function Room, 5:30 p.m. – 7:30 p.m.

Facilitator: Jeffrey Moquin, Executive Director, Support Operations  
Chair Pro Tem: Mary Fertig, Appointment for Board Member Laurie Rich Levinson

Attendees: Janet Bravo, Sharon Cohen, Karen Davis-Powers, Bernie Kemp, Jodi Klein, Doug Kruse, Linda Lewis, Andrea Lubell, Gloria Moschella, Lew Naylor, Scott Neely, Melodee Putt, Laurie Rich Levinson, Gwen Watson, Maggie Zalamea

❖ Welcome

The Honorable Laurie Rich Levinson, School Board Member, welcomed members and discussed the purpose of the Task Force: to increase and enhance parent and community involvement in Broward County.

❖ Overview

Mr. Moquin presented on the Task Force's composition, current framework for parent/community involvement (including the existing structure), action plan, and needed subcommittees. He emphasized a goal of the Task Force: to ensure parents are in tune with the mission and strategic goals in Broward, the 6<sup>th</sup> largest school district in the nation.

❖ Introductions

Each member, beginning with Mary Fertig, discussed her or his interest in the Task Force and background in volunteering. Ms. Fertig emphasized the need to *inspire* parents to volunteer.

❖ Subcommittees

Co-chairs for each subcommittee were chosen. These co-chairs will serve to facilitate participation and communicate subcommittee activity to the Task Force. All members will have an equal voice in the direction of their subcommittee. As the Task Force progresses, these subcommittees may be revised, with additional ones added if necessary. Mr. Moquin will solicit information from Task Force applicants as to their desire to participate on a subcommittee and their preference for which one.



### Business Outreach

Co-chair: Andrea Lubell (2<sup>nd</sup> co-chair TO BE ANNOUNCED)

Charge: To reach out to local businesses to determine their interests regarding schools; to determine how the school system can better support local businesses and the type of information they need from us relative to education issues; to work collaboratively to better engage businesses.

### Communications

Co-chairs: Karen Davis-Powers & Doug Kruse

Charge: To look at the way we communicate with parents and the community at large; to look at how we may improve communication, with an emphasis on utilizing technology.

### Community Outreach

Co-chair: Gwen Watson (2<sup>nd</sup> co-chair TO BE ANNOUNCED)

Charge: To reach out to non-profit organizations; to determine how the school system can better support non-profit businesses; to work collaboratively to better engage non-profits.

### Municipal Relations (City / Government)

Co-chairs: Linda Lewis & Maggie Zalamea

Charge: To reach out to municipalities and education advisory boards, engaging them in communications; to determine how municipalities and the school district can best work together; to become more aligned and strategic in efforts regarding state policies influencing education.

### Policies & Procedures

Co-chairs: TO BE ANNOUNCED

Charge: To review all policies applicable to parent and community involvement and participate in the revision of those policies as recommended in the final report of the task force.

### Research

Co-chairs: Bernie Kemp (2<sup>nd</sup> co-chair TO BE ANNOUNCED)

Charge: To research national models on communication and parent involvement; to investigate and research issues for the other subcommittees.

#### School Outreach

Co-chairs: Jodi Klein, Gloria Moschella & Melodee Putt

Charge: To reach out to local schools; to determine how the school system can better support local schools; to solicit ideas for effective models for parent/community involvement; to engage parents and local businesses to be actively involved with local schools.

#### Stakeholder Satisfaction / Data Gathering

Co-chair: Janet Bravo (2<sup>nd</sup> co-chair TO BE ANNOUNCED)

Charge: To facilitate a new method of collecting data and serving various stakeholders with pertinent issues; to identify the pertinent issues for which we should be seeking parent and community involvement.

#### ❖ Actions

Based on the work to be completed by the subcommittees (by November 2011), a Recommendation Report will be presented to the Board (January 2012).

#### ❖ Next meeting

Wednesday, June 1, 2011, 5:30 pm – 7:30 pm, KCW Pre-Function Room

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#### Supplemental notes:

- ❖ It was determined when reviewing the charge of the Stakeholder Satisfaction / Data Gathering subcommittee that it would best be served by combining it with the Communications subcommittee.
- ❖ Reviewing the co-chairs, the teacher's voice was not represented in the School Outreach subcommittee. Rather than serving as co-chair for the Municipal Relations subcommittee, Maggie Zalamea, Broward Teachers Union, agreed to serve as an additional co-chair for School Outreach.
- ❖ Gloria Moschella has agreed to replace Maggie Zalamea on the Municipal Relations subcommittee.





# Broward County Public Schools

## Parent/Community Involvement Task Force

### Meeting Notes

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Wednesday, June 1, 2011

KCW, Pre-Function Room, 5:30 p.m. – 7:30 p.m.

Facilitator: Jeffrey Moquin, Executive Director, Support Operations  
Chair: Mary Fertig

Attendees: Toby Bass, Janet Bravo, Noel Hyatt, Jodi Klein, Doug Kruse, Andrea Lubell, Gloria Moschella, Lew Naylor, Melodee Putt, Laurie Rich Levinson

#### I. Committee Organization

##### A. The members chose meeting ground rules.

1. Focus on what matters
2. Respect other opinions
3. Include everybody
4. Give everyone a chance to speak
5. Limit texting

B. Mr. Moquin discussed the task force's digital notebook. The Parent/Community Involvement Task Force (P.C.I.T.F.) website (<http://www.broward.k12.fl.us/pctf/>) is linked from the District's homepage. Click "Document Handbook" for all meeting handouts. All pertinent Task Force information will be posted on this website.

Lew Naylor requested this web page link be included on all forthcoming meeting agendas.

Committee Members's names and who they represent will be posted on this webpage. Email addresses shall also be posted for those members who request such.

C. Regarding voting, Mary Fertig stated this item would be more pertinent in October.

#### II. Sunshine Law Overview

A video presentation featuring School Board Attorney Marilyn Batista-McNamara reviewing Sunshine Law requirements was shown. This video may be accessed on the Broward Education Communications Network (BECON) website

(<http://www.becon.tv/>). Click "BECON On Demand" and enter "Sunshine" in the search box.

Mr. Moquin will inquire if Sunshine Law information is available on the Broward Enterprise Education Portal (B.E.E.P.) portal. He will also look into rules regarding subcommittee members doing Task Force work *outside* of the meetings.

Because Sunshine Law requires advance notice of meetings to the public, meeting dates will be needed to meet advertising deadlines (for example, to have ads featured in the *Sun Sentinel*).

### III. Committee Leadership Training

The purpose of tonight's discussion is to prepare subcommittee chairs in leading their groups, to begin at the next meeting, June 15, 2011.

- A. Roberts Rules of Order was discussed (see pp. 11-13 of "Meeting Rules and Tools" handout). In addition, a brochure entitled Basic Parliamentary Information was distributed. Task Force members requested a more informal approach to decisions, rather than formal motions.
- B. Conflicts of Interest were discussed. Mary Fertig reviewed *Form 8B, Memorandum of Voting Conflict for County, Municipal, and Other Local Public Officers*. Subcommittee chairs shall make this form available to all members of their groups.

Mr. Moquin revisited the purpose of the Task Force: to re-energize parent involvement. Personal gain or gain for personal business or place of employment is where conflicts of interest occur. This issue was raised as a point of awareness for Task Force members.

- C. The focus of the group was discussed. Mary Fertig reviewed defining goals (long term and short term), a plan of action, relevant issues, and setting a timeline. The timeline is critical because this Task Force expires in January 2012, and recommendations are due in November 2011.
- D. Subcommittee chairs and their role as facilitators were reviewed. Mr. Naylor asked if this Task Force was "budget neutral." Ms. Fertig recommended the chairs invite all subcommittee members to express their ideas (regardless of potential costs) and then look at which ones would be viable.



#### IV. Subcommittees

##### A. Chairs.

Following the May 18, 2011 meeting, the need for a shift in chairs on some subcommittees became evident. The Supplemental Notes of the May 18, 2011 Meeting Notes reflects these updates. Because the School Outreach subcommittee needs to cover many schools, four co-chairs may be needed.

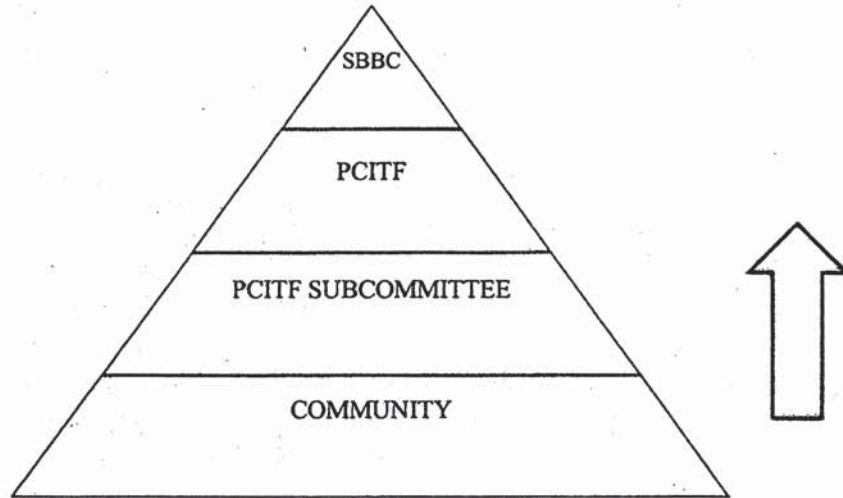
Mr. Moquin discussed subcommittees and changes in the initial list of eight. The Policies & Procedures subcommittee will not be actively needed at this time. The Stakeholder Satisfaction / Data Gathering subcommittee was folded into the Communications subcommittee, which has similar tasks.

- B. The role of chairs was discussed. Mary Fertig advised chairs to look at gains, strengths, barriers, who their audience is, and who can help achieve their goals.

The 250 applicants for Task Force membership were solicited to become members of the subcommittees and 51 applicants responded. A pie chart depicting their first choice of subcommittee was distributed, along with a table indicating their top three choices in order of preference.

Mr. Moquin will review zip codes of the volunteers for subcommittees to ensure all geographical regions are represented. Because diversity is also a goal, meeting notices will contain TTY and translator references.

A poster, "P.C.I.T.F. Involvement Diagram," was shown to illustrate the bottom-to-top process of the task force.



All meetings will be held at School Board sites.

- C. The first subcommittee meetings will be used to review all policies and requirements. This is also the time for chairs to *inspire* members.
- D. Voting. The group requested an informal approach as opposed to motions.
- E. District resources.

The process of recording meetings was discussed. Video conferencing is available.

Speakers who can provide pertinent information to subcommittees can also be arranged. Likewise, help in drafting surveys is available. The subcommittees may choose questions. Ultimately, approval from The School Board of Broward County will be required for all questions.

A representative from BECON, Noel Hyatt, discussed video conferencing, available upon the request of subcommittees. This would be helpful to participants who cannot attend in person. (Phone conferencing is also available.) All requests should be forwarded to Jeffrey Moquin.

To increase awareness of this Task Force, Janet Bravo suggested a jumbotron announcement at Sun Life Stadium (for example, during family night at a baseball game), to notify of the meeting dates and times and feature the web address.



Another member suggested going to churches (one avenue for outreach) to target under-represented communities for involvement on the Task Force.

Mr. Moquin will inquire if background checks are required for volunteers on subcommittees. Their specific role may be a determining factor.

Mr. Naylor stated he would like to utilize the District's Office of Parents, Business, and Community Partnerships as a resource. He also inquired about the percentage of households that have Internet access. Mr. Moquin accessed the District Overview webpage (<http://www.browardschools.com/about/overview.htm>) containing useful statistics pertaining to The School Board of Broward County. The District's Research Services department can also be helpful in providing statistics. Mary Fertig distinguished between roles of the Research Services Department (which can help members craft their surveys) and the Task Force's Research subcommittee (which will look at models of parent involvement).

Jodi Klein requested Task Force members' contact information be shared within the group.

Requests for resources should be directed to Jeffrey Moquin.

**MOTION:**

**Mary Fertig, who had been acting as Chair Pro Tem, was nominated as Chair of the Task Force. The Task Force members unanimously voted to name Ms. Fertig the official Chair.**

Mr. Moquin informed Task Force members the web pages for all District schools are in the process of being standardized, where the first page of each would have the same design and format.

Next meeting: June 15, 2011, 5:30 p.m., Plantation High School. All Task Force members and subcommittee members will meet together then break into separate groups.

**Parent/Community Involvement Task Force  
KCW Administration Building  
January 10, 2011  
5:30-7:30 p.m.**

**Agenda**

- I. Call to Order**
- II. Minutes**
- III. Task Force Updates**
- IV. Subcommittee Reports**
  - A. School Outreach**
  - B. Business Outreach**
  - C. Community Outreach**
  - D. Municipal Outreach**
  - E. Communications**
  - F. Research**
- V. Planning Task Force Work Schedule –**
  - A. Tentative Calendar**
- VI. Report Format**
- VII. Community Input**
- VIII. Adjourn**



**Parent/Community Involvement Task Force**  
**McFatter Technical Center**  
**January 19, 2012**  
**2:00-6:00**

**Agenda**

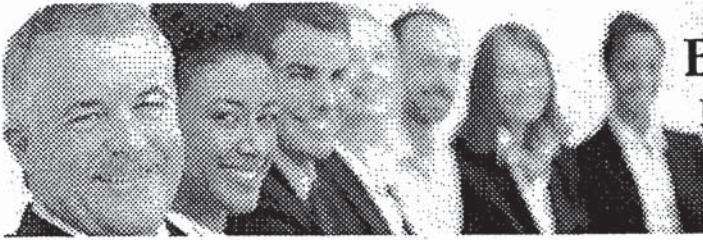
- I. Call to Order**
- II. Minutes**
- III. Subcommittee Reports**
  - A. School Outreach**
  - B. Business Outreach**
  - C. Community Outreach**
  - D. Municipal Outreach**
  - E. Communications**
  - F. Research**
- IV. Community Input**
- V. Adjourn**

**Parent/Community Involvement Task Force**  
**KCW Administration Building**  
**November 28, 2011**  
**5:30-7:30 p.m.**

**Agenda**

- I. Call to Order**
- II. Minutes**
- III. Task Force Updates**
  - November Events**
    - 1. Middle School Forum**
    - 2. 3<sup>rd</sup> Public Hearing**
    - 3. Community Non-profit Forum**
- IV. Subcommittee Reports**
  - A. School Outreach**
  - B. Business Outreach**
  - C. Community Outreach**
  - D. Municipal Outreach**
  - E. Communications**
  - F. Research**
- V. Planning Task Force Work Schedule –**
  - A. Tentative Calendar**
  - B. Business Forum – Scheduled December 7**
  - C. Faith-Based Forum -- To be announced**
  - D. Chairs of Current school Board Committees**
  - E.**
- VI. Report Format**
- VII. Community Input**
- VIII. Adjourn**





# Broward County Public Schools Parent/Community Involvement Task Force

## Meeting Minutes

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KCW ADMINISTRATION BLDG.

10<sup>TH</sup> FLOOR CONFERENCE ROOM

FEBRUARY 1, 2012 / 5:30 PM TO 10:00 PM

Chair: Mary Fertig

In-person: Janet Bravo, Zayra Climes-Lenchus, Karen Davis-Powers, Jodi Klein, Doug Kruse, Gloria Moschella, Lew Naylor, Scott Neely, Melodee Putt, Laurie Rich Levinson, Cathie Starkey

Phone Bridge: Bernie Kemp, Elisa Wolfe

- Call to Order

Ms. Fertig called the meeting to order.

- Recommendations discussed

### Municipal Outreach Subcommittee

Lew Naylor presented a recap of this subcommittee's activities, including a summary of the data collected.

Ms. Fertig revised her PowerPoint presentation to include revisions discussed in the meeting. The framework for the body of the Municipal report was adopted as amended. It was **unanimously passed**. Likewise, the recommendations (shown on PowerPoint) for this subcommittee were **unanimously passed**.

Ms. Fertig reminded the Task Force of their commitment to the community to be their voice. "What you give us, we will put forward." Therefore, bringing forth all adopted recommendations is the plan.

### Community Outreach Subcommittee

Cathie Starkey presented findings and recommendations. Ms. Fertig summarized the Non-profit Forum / luncheon, where 75 people shared a great amount of information on non-profit services.

All recommendations (provided in a handout) were **unanimously passed**, with two changes, as follows:

Item 1 ...change "all" to "the range of" non-profit orgs...

Item 3: "Create (or adopt)..." changed to: "Educate staff on available resources (manuals, websites) and identify ways to make this information accessible for staff and families."

### District Committees current chairs (forum) recommendations

The following two items from the District Committee Chairs forum were **unanimously passed**, to be combined with other recommendations.

Item 1 ... Define parent involvement (incorporate with Project Appleseed)...  
**unanimously passed**

Item 12... Group wanted to develop a manual (incorporate with school outreach recs.)  
**unanimously passed.**

The committee discussed including the other recommendations from this forum with the report, but not presenting them separately.

### Research Subcommittee

Rec 1: Term "School Parent Agreement" ... replaced "School Parent Compact"  
**Vote: 7 For; 2 opposed**

Bernie Kemp: subcommittee suggested this compact (or agreement) so District would support this type of agreement for parents to use as a way to help parents get involved (but not mandate it)... whereas Title I schools are mandated to do this.

### School Outreach subcommittee

Other noted barriers:

Add #9: "...who speak diff languages and with children of all abilities."



All other "noted barrier recommendations" were **unanimously passed**

Overall Recommendations

1. District should continue this practice, planning and holding annual or semi-annual events(forums) of a similar nature. **Unanimously passed**
  2. Provide for regular opportunities for parents and other community members to ask questions and/or share ideas (orig. from communications subcommittee) **Unanimously passed**
  3. Make email addresses available with parental/guardian consent to school recognized organization consent . **Unanimously passed**
  4. All District and school personnel (including teachers) shall have their email address and school phone number available for parent/guardian contact. **Unanimously passed** (Incorporate 3 and 4 into communications recs.)
  5. Maximize community resources. **Unanimously passed**
  6. Analyze how other Districts acquire and use resources. **Unanimously passed**
  7. Establish an expectation for parent/community involvement. **Unanimously passed**
  8. District should identify and replicate best practices in customer service, highlighting success in individual schools. **Unanimously passed**
- The Board workshop

Ms. Fertig stated how the report would be presented at the workshop. Each subcommittee will give a short overview of what they did, summary of the findings, and the recommendations. She added it is more powerful if multiple people play a role in the presentation.

- Meeting Minutes

The meeting minutes for both the January 10 and January 19, 2012 meetings were unanimously approved.

- Adjourn

Ms. Fertig adjourned the meeting.





## **ACKNOWLEDGMENTS**

The Parent/Community Involvement Task Force extends its thanks to the thousands of people who responded to our call and took time to participate in this initiative. These include parents, grandparents, students, teachers, principals, business representatives, volunteers from both the public school system and the many non-profit organizations that support students and education, community leaders, city officials, Broward County Public Schools staff, and many other people who call Broward County home. A special note of thanks to the subcommittee members who spent many hours in meetings and the community, communicating with parents and gathering the research upon which this report is based.

On your behalf, we submit this report to The School Board of Broward County, Florida. We look forward to the implementation of your many outstanding ideas and suggestions.

