Bill as Introduced

SB 124 – AS INTRODUCED

2003 SESSION

03-0832
04/10

SENATE BILL ***124***

AN ACT establishing a family-community involvement program.

SPONSORS: Sen. Estabrook, Dist 21; Sen. Below, Dist 5; Sen. Larsen, Dist 15; Rep. Leone, Sull 21; Rep. Naro, Graf 15

COMMITTEE: Education

ANALYSIS

This bill establishes a family-community involvement program in the department of education for the purpose of promoting and encouraging family and community involvement in public schools.

Explanation: Matter added to current law appears in ***bold italics.***
Matter removed from current law appears [~~in brackets and struckthrough.~~]
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

03-0832
04/10

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Three

AN ACT establishing a family-community involvement program.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 New Paragraph; Department of Education; Division of Educational Improvement. Amend RSA 21-N:6 by inserting after paragraph VI the following new paragraph:

VII. Administering the family-community involvement program established in RSA 193:38 and providing technical assistance and training to school districts in developing and implementing such program including:

(a) Emphasis on initial and ongoing training of staff, parents, and community members serving on community school advisory councils.

(b) Assist school district officials in the identification of model programs and practices for developing school specific strategies for implementing the standards set forth in RSA 193:38, II.

2 New Subdivision; Family-Community Involvement Program. Amend RSA 193 by inserting after section 37 the following new subdivision:

Family-Community Involvement Program

193:38 Family-Community Involvement Program Established; Purpose.

I. There is hereby established a family-community involvement program in the department of education for the purpose of promoting and encouraging family and community involvement in public schools by assisting school districts in developing an integrated system where administrators, teachers, parents, and community members are partners working collaboratively to improve student achievement.

II. A school district may elect to participate in the family-community involvement program. School districts electing to participate shall adopt family-community involvement standards which shall include the following components:

(a) Assuring regular and meaningful 2-way communication between a student's home and school and between school and community.

(b) Promoting and supporting parenting skills that will contribute to the creation of home environments which will be supportive of children as students.

(c) Ensuring that parents play an integral role in student learning, including information and ideas on how to help students with homework, decision-making, and planning.

(d) Welcoming parents and community members in the schools as volunteers and partners whose support and assistance are a valued part of the educational process.

(e) Ensuring that parents and community members are full partners in the decisions that affect children and families.

(f) Using community resources to strengthen schools, families, and student learning.

III. Any school district may adopt the provision of this subdivision to establish a family-community involvement program in either of the following manners:

(a) By placing a question on the warrant of an annual or special school district meeting. Approval of the question shall require a simple majority. In districts without annual meetings, the legislative body of the school district shall consider and act upon the question in accordance with their current procedures; or

(b) By administrative application to the department of education.

IV. Nothing in this section shall impair, alter, or otherwise modify the duties, rights, and responsibilities of duly elected school board.

193:39 Community School Advisory Councils Established.

I. Each school district participating in the family-community involvement program shall establish a community school advisory council at one or more schools in the school district.

II. Each community school advisory council shall work in collaboration with school district staff and the community toward the improvement of student performance by:

(a) Developing and implementing a framework for the standards adopted under 193:38, II.

(b) Assisting in the development of information structures that provide data to support decision-making.

(c) Submitting an annual report to the school board detailing the status of the program.

III.(a) Each community school advisory council shall be comprised of at least 12 members, no more than 6 of which shall be school staff or administrators and no more than half shall be parents or community members. The council shall include representatives from existing school-parent organizations. One member shall be the principal of the school at which the council is established. One member shall be a non-teaching staff member.

(b) Parent and community members shall be selected by written nomination for appointment by the school board.

(c) Procedures for nomination and election of staff members shall be determined at the local level.

(d) When the council is established at a secondary school, one member shall be a student from that school.

(e) Terms of office and procedures for filling unexpired terms shall be made by the school board of the school at which the council is established.

3 Effective Date. This act shall take effect 60 days after its passage.

Committee Minutes

Date: March 5, 2003
Time: 4:35 PM
Room: 105A SH

The Senate Committee on Education held a hearing on the following:

SB124 establishing a family-community involvement program.

Members of Committee present: Senator O'Hearn
Senator Foster
Senator Larsen

The Chair, Senator Jane E. O'Hearn, opened the hearing by calling on the Prime Sponsor, Senator Iris Estabrook.

Senator Iris Estabrook, D. 21: Thank you, I guess for the record I have to state my name is Senator Iris Estabrook, representing District 21.

Senator Jane E. O'Hearn, D. 12: Maybe you would like to see this. The fiscal note.

Senator Iris Estabrook, D. 21: Where did that come from?

Senator Joseph A. Foster, D. 13: Is this on 124?

Kristy Stuart, Legislative Aide: Oh, that was new.

Senator Jane E. O'Hearn, D. 12: I am sorry, fiscal note SB 80. This is automotive technology. Wasn't there a fiscal note that was coming forward on this?

Kristy Stuart, Legislative Aide: I have one on 118.

Senator Jane E. O'Hearn, D. 12: But not on 124? Okay. Okay I am sorry.

Senator Iris Estabrook, D. 21: Begins reading from written testimony handed in. ***See Attachment 1 and Exhibit A, B, C, D and E.***

Senator Jane E. O'Hearn, D. 12: Questions? Senator Foster?

Senator Joseph A. Foster, D. 13: Can I ask a question, or its more of a comment I guess. I was reading this bill to my wife last night because in our district, I think this might be different than a lot of other parts of the state, if

anything we bemoan have the amount of involvement that parents need to be involved in, literally teaching some of the things to our children, doing school projects, parents are not only suggested but are essentially required to be involved in the education of their kids. I see Senator O'Hearn shaking her head, and it maybe true for her part of Nashua as well. So, it must just be very different....

Senator Iris Estabrook, D. 21: ...progressive...

Senator Joseph A. Foster, D. 13: ...of the state. It feels like in may case, a third job. The question I have is the real purpose of the bill for the State Board of Education just to provide some guidance and direction? Clearly, communities could do this on their own.

Senator Iris Estabrook, D. 21: Yes, but the point is that with the State's assistance they are much more likely to be successful. You are right, they can adopt, and school districts have adopted and as I said NH School Board Association is sending this out as model policy. So any district could just adopt the standards, but the question then becomes how are they going to get implemented, rather than sitting there in policy? And that's where I think the partnership with school psych councils is a really terrific way to approach that, but I do think that it is difficult to get a local council off the ground without some assistance. And that's where I think we can be of help.

Senator Jane E. O'Hearn, D. 12: Further questions?

Senator Sylvia B. Larsen, D. 15: Have you had discussions with the Department in terms of being able to implement this?

Senator Iris Estabrook, D. 21: Well most of this bill was drafted a number of years ago with Gerry Bourgeois from the Department, actually and with a little bit of Bill Ewert's help. So, they actually wrote the bill in a sense. More recently, I have not, no, more recently. I did, I mean I did have a prilimary meeting with a couple of DOE folks before session began and outlined that this is one of the pieces, but we didn't really explore it.

Senator Sylvia B. Larsen, D. 15: So would you – is your sense that there is someone in the Department who already has some knowledge of how to do this, and that they would be just in an advisory capacity?

Senator Iris Estabrook, D. 21: Yea.

Senator Sylvia B. Larsen, D. 15: Or that it might take someone assigned to do it, I am wondering if it's a full time job for someone or just the need of someone to be able to call up and invite to a meeting, how do we set this up?

Senator Iris Estabrook, D. 21: Well when I originally envisioned it, I thought it would be more powerful if there was a particular person, especially to do some facilitation for councils. The Department, with no fiscal note, probably thinks they can absorb that. And I know that when I first brought this up years ago the current Commissioner informed that he did some work in Massachusetts with school pysch councils and is very familiar with them. So I think that will be helpful.

Senator Jane E. O'Hearn, D. 12: What's the difference between PTO and PTA?

Senator Iris Estabrook, D. 21: I don't know. And I was in touch with the National PTA, I mean the NH PTA, excuse me, they have recently changed presidents. The president works during the day, and couldn't be here. But my impression is that they were very excited about the process.

Senator Sylvia B. Larsen, D. 15: I think it is like the difference between the NEA and the AFT, they are two different organizations.

Senator Jane E. O'Hearn, D. 12: Yes they are two different organizations.

Senator Sylvia B. Larsen, D. 15: I don't know what their theories are.

Senator Jane E. O'Hearn, D. 12: And how many school districts have PTAs as opposed to PTOs? Because I think we're PTO.

Senator Iris Estabrook, D. 21: I don't know, but that is one the reasons I didn't name them in the bill as the PTA standards. I think we can take their content without naming them as such.

Senator Jane E. O'Hearn, D. 12: Will school districts that have PTOs have a problem with adopting these standards when you're PTOs and these are PTA standards?

Senator Iris Estabrook, D. 21: Well that's what I mean, that is why I did not mention that they PTA standards but hopefully not, I mean that's, you know given the national recognition these standards have received, you would hope they would be embracing them.

Senator Jane E. O'Hearn, D. 12: My other question falls on the adoption, ***any school district may adopt a provision of this subdivision by either placing it on the warrant of a special annual school meeting or approval by a simple majority. In districts without annual meetings the legislative body,*** which then would be in our town the alderman....

Senator Joseph A. Foster, D. 13: ...as opposed to the school board...

Senator Jane E. O'Hearn, D. 12: ...as opposed to the school board. Why wouldn't ...

Senator Iris Estabrook, D. 21: ...well that I didn't think about, you're right that isn't appropriate. The reason I put that in there was I envisioned a situation in which a district superintendent was not excited about the idea but an individual building level principal and community were, and thought they might be wanting to go ahead that way. But, I agree with you that given that there are other forms of government were that is clearly not appropriate it probably shouldn't be there anymore.

Senator Jane E. O'Hearn, D. 12: Legislative body of the school district, so it should be the school board of this district?

Senator Iris Estabrook, D. 21: Yea, that would probably be better.

Senator Jane E. O'Hearn, D. 12: Then why wouldn't it be the school board determining it all the way through the state?

Senator Iris Estabrook, D. 21: Excuse me?

Senator Jane E. O'Hearn, D. 12: So, where there's town meetings why would have to go through a town meeting to do this, why not have your school board just adopt it?

Senator Iris Estabrook, D. 21: Well that's what I meant, I originally put that in thinking that, that there might be an occasion where a community would feel very strongly about it but the school board didn't, but given that you know, what I was envisioning voters at a meeting discussing it versus the board of alderman, I certainly wouldn't want the board of alderman going over that of the school board, so well have to take that out. (laughter)

Senator Jane E. O'Hearn, D. 12: So maybe just your sentence by administrative application to the department of ed, would be all you need? It would eliminate A completely.

Senator Iris Estabrook, D. 21: That's what I mean. Given what you just enlightened me on, I think that's definitely appropriate

Senator Jane E. O'Hearn, D. 12: And there's no fiscal note to this because there's a place – there's a person already in the Department of Ed that is doing this, or doing this job description?

Senator Iris Estabrook, D. 21: I don't – I wouldn't go that far but, maybe they feel they can cover it with federal money. I guess what I was going to say about finances was that originally when we were drafting it, we estimated that even if there was money involved, it would about the nature of about $50,000, I mean it's a very low cost thing to do. Because you're really just talking about providing assistance and maybe sending somebody out to facilitate a meeting or even just contracting on a local basis to facilitate a meeting.

Senator Jane E. O'Hearn, D. 12: This council would be above and beyond the school board, or separate from a school board?

Senator Iris Estabrook, D. 21: Yes, there is language in the bill that makes it very clear that they have no powers, none of the powers of a school board.

Senator Jane E. O'Hearn, D. 12: Do they have any membership on the council?

Senator Iris Estabrook, D. 21: The school board?

Senator Jane E. O'Hearn, D. 12: Yes.

Senator Iris Estabrook, D. 21: Not as its written, because the idea is for it to be school specific rather than district. What did you just bring up? Oh, how they interact with the school board.

Senator Jane E. O'Hearn, D. 12: Well, you have on last page, page two, you – ***each community advisory council shall be comprised of twelve members, six which shall be school staff or administrative and no more than half shall be parents or community members,*** is that your designation or is that a designation from the PTA standards?

Senator Iris Estabrook, D. 21: Well its my designation more not through the standards but through the research on school councils and what a successful structure for a school council tends to be. That's where that came from. And the line to include representatives from existing school parent

organizations was to try to smooth the way with any existing PTA or PTO so that they would have some ownership here to.

Well there it is. On lines nine and ten on page two, ***nothing in this section shall impair or alter or other ways modify the duties, rights and responsibilities of dually elected school board.*** The idea I envisioned would be the school council like this would provide information that would be useful to a school board.

Senator Jane E. O'Hearn, D. 12: Staff members that are voted on – I'm looking on line 28.

Senator Iris Estabrook, D. 21: Local level, they can decided how they want to pick their staff

Senator Jane E. O'Hearn, D. 12: Procedures for nomination and election of, does that mean you have to actually elect them, or that would be an *or*.

Senator Iris Estabrook, D. 21: For nomination or appointment, I guess.

Senator Jane E. O'Hearn, D. 12: Or appointment.

Senator Iris Estabrook, D. 21: Yea.

Senator Jane E. O'Hearn, D. 12: I guess my question follows, if they are appointed by the school board, won't they just be an arm of the school board? Rather than working for the betterment of their school and not necessarily being what the school board wants them to do?

Senator Iris Estabrook, D. 21: I suppose that there's that potential I am certainly flexible on that point. I guess I had structured that way with the thought that you would want the school board to feel they had some kind of input and oversight, but I'd certainly be open to changing that.

Senator Jane E. O'Hearn, D. 12: And would be another superintendent being nominated for appointment by the school principal, superintendent – I'm looking at how else you can do this , besides the school board.

Senator Iris Estabrook, D. 21: That's a good point.

Senator Jane E. O'Hearn, D. 12: The reason I am doing this, sitting on one of these programs for dropouts, there are feelings among the school board that the community has no business dealing with the dropout issue, that it's their issue. Which is odd, because you really want to bring your community

together in order to do this, and that is why I guess I get concerned if it's going to be appointed by the school board, the school board is going to appoint people that are going to rubber stamp everything the school board does.

Senator Iris Estabrook, D. 21: Right, right.

Senator Jane E. O'Hearn, D. 12: So I would rather see it be done by...

Senator Joseph A. Foster, D. 13: ...why can't it be the governing body of the district as opposed to ....

Senator Iris Estabrook, D. 21: ...well the governing body, means you would have to have people elected at a district meeting...

Senator Joseph A. Foster, D. 13: ...no, no, aren't there selectman and stuff - I don't know how towns are operated, I mean I was thinking that in our community might be the mayor or the alderman. What would it be in a town?

Senator Sylvia B. Larsen, D. 15: It would the selectmen.

Senator Iris Estabrook, D. 21: It would the public. The voters are the governing body of our school district.

Senator Joseph A. Foster, D. 13: I mean the selectmen are, aren't there selectmen in all the towns?

Senator Iris Estabrook, D. 21: Yea, but they don't anything to do with the school district. They have no power over the school district.

Senator Joseph A. Foster, D. 13: No, no, that was my point. But they could name people to this.

Senator Iris Estabrook, D. 21: Oh, I would hate to mix the town government and the town school district in my locality, that would not be a good idea.

Senator Joseph A. Foster, D. 13: Not a good idea?

Senator Iris Estabrook, D. 21: Start getting the town council powers over the school board?

Senator Joseph A. Foster, D. 13: Well this wouldn't, this isn't putting them power over the school board, it just gets people from the community.

Senator Iris Estabrook, D. 21: Yea.

Senator Joseph A. Foster, D. 13: Isn't that what you are saying?

Senator Sylvia B. Larsen, D. 15: Its to create family...

Senator Iris Estabrook, D. 21: ...maybe there could be some kind of nomination...

Senator Sylvia B. Larsen, D. 15: ..why wouldn't you say three, don't you have six, do you have six?

Senator Joseph A. Foster, D. 13: Yea, three from school board and three

Senator Sylvia B. Larsen, D. 15: Three from the school board – three nominated by the school board and three nominated by the parent/teacher or the parent organization.

Senator Iris Estabrook, D. 21: That's fine.

Senator Sylvia B. Larsen, D. 15: I mean just mix it up.

Senator Jane E. O'Hearn, D. 12: Why not the town though, or why not have it nominated by mayor approved by...

Senator Iris Estabrook, D. 21: ...see in Nashua that would work, but when you come to us we don't...

Senator Sylvia B. Larsen, D. 15: ...there are no mayors in towns....

Senator Iris Estabrook, D. 21: ...we have no mayors,

Senator Jane E. O'Hearn, D. 12: ...so in towns you have your...

Senator Iris Estabrook, D. 21: ...town councils for us, or a board of selectmen for towns who don't even have that.

Senator Jane E. O'Hearn, D. 12: And who is head of your selectmen?

Senator Iris Estabrook, D. 21: And usually the selectmen or the town council and the school district, I mean I understand the purposes of community involvement.

Senator Jane E. O'Hearn, D. 12: But won't it bring them together, if you could have some – if you could have some parents that were selected working with your staff to improve your school?

Senator Iris Estabrook, D. 21: Maybe the idea should be non-parent community members. I just can see a lot of ill will if the town council gets to appoint who on a school psych council. I just can't...

Senator Sylvia B. Larsen, D. 15: ...I think you are better off within a school system to have only school related people nominating people to this board otherwise you will get kinda maybe political appointments...

Senator Jane E. O'Hearn, D. 12: ...Because then you don't... I am going to end the hearing on this so that we can discuss this...

Senator Iris Estabrook, D. 21: Right, you can discuss this, right.

Senator Jane E. O'Hearn, D. 12: I am going to close the hearing.

Hearing on Senate Bill 124 closed at 4:55 PM.

Respectfully submitted,

Tanya Noonan
Correspondent Secretary
March 10, 2003

Attachments: 6

ATTACHMENT #1

Testimony, Sen. Iris Estabrook
SB 124

This bill is based on the work of a legislative study committee created in 1998 under House Bill 1159 to study strategies for increasing parental involvement in public schools. The committee's report is provided for you as exhibit A. The report affirms the importance of family and community invovlement and recommends several action steps to foster it.

The committee based its recommendations on the large body of research which supports the critical importance of family involvement in student success. To quote from their report on page one, "Over 30 years' research has proven beyond dispute the positive connections 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 committee found that school reform and parent/community involvement are not separate efforts but part of an integrated system where administrators, teachers, parents and community members are partners working collaboratively to improve student achievement. The focus should be on collaboration for student success. The collaboration must be based at the school level because each school community is unique. But there is a common immediate need to mobilize parents and communities.

The provisions of Senate Bill 124 are intended to implement the report's specific recommendation roman two, on page four, to implement National PTA standards for family/community involvement through technical assistance to local school advisory councils.

Exhibit B in your folder provides an overview of the National PTA standards. Exhibit C offers a fuller look at one of the standards, number 3, to promote parents as integral to assisting student learning. I have also passed around a publication containing the full standards.
These standards are mirrored in the provisions of 193:38, roman two on page two of the bill. These standards were developed by professionals through the National Coalition for Parent Involvement in Education. They are endorsed by over forty national education, health and parent involvement groups including the National Education Association, the National School Boards Association, the Parents as Teachers National Center, the National Dropout Prevention Center and the Council of Chief State School Officers. Exhibit D gives you a snapshot of some of the ways the standards have been implemented in cities and states around the country. You will note, at the bottom of page two, that the NH School Boards Association plans to include the standards as model policy to districts.

Also of note is the link made by an Illinois city, described on at the top of page two. The national PTA has recommended that parents, educators, and community leaders work together to implement the standards. The city of Carpentersville has established site based school improvement teams focused on training in the standards and goalsetting around the standards.

School site councils have been recognized for a long time as powerful tools for school improvement. Exhibit E provides you an ERIC research document which is an overview of their use. The primary purpose of school site councils, what SB 124 calls School

advisory councils, is for the district, staff and community to work collaboratively for school improvement. This purpose is a perfect fit with the National standards, meaning councils working to implement these standards will have a focused framework. As the author states, councils are successful when they focus on important issues.
And, as the document points out, councils bring the experience and expertise of many people to bear on a problem. They integrate the community into the decision making process, undercutting the influence of s single strient voice and giving weight to the representative whole.
But to fulfill this promise councils need effective training and support. They are a powerful tool if done well, but need local commitment and training in group process, communication, shared decision making and conflict resolution. It is for these reasons that SB 124 calls for participation of schools in the program either by administrative application to the DOE or through adoption by warrant article. It also directs the Dept. of Education to share model practices and programs for implementing the standards and provide council training. With the state's assistance local communities can effectively implement the National PTA standards for family/community involvement and thereby improve student achievement.

EXHIBIT A

State of New Hampshire

HOUSE OF REPRESENTATIVES

CONCORD

October 30, 1998

The Honorable Jeanne Shaheen
Governor of New Hampshire
State House, Room 208
Concord, NH 03301

The Honorable Joseph Delahunty
President of the Senate
State House, Room 302
Concord, NH 03301

The Honorable Donna Sytek
Speaker of the House
State House, Room 310
Concord, NH 03301

Dear Governor Shaheen, Senate President Delahunty and Speaker Sytek:

Re: **Strategies for Increasing Parental Involvement in Public Education Study**
HB 1159, Chapter Law 0031:1, Laws of 1998
establishing a committee to study strategies for increasing parental involvement in public educaiton.

Pursuant to HB 1159, Chapter Law 0031:1, Laws of 1998, enclosed please find the final report of the study committee.

Should you have any questions or comments regarding the report, please do not hesitate to contact me.

Sincerely,

Rep. Iris W Estabrook

Representative Iris W. Estabrook, Chairman
Strategies for Increasing Parental Involvement
in Public Education

IWE/laz
Enclosures
cc: Gloria M. Randlett, Senate Clerk
Karen O. Wadsworth, House Clerk
Kendall F. Wiggin, State Librarian
Members of the Committee

State of New Hampshire

HOUSE OF REPRESENTATIVES

CONCORD

FINAL REPORT
October 27, 1998

STRATEGIES FOR INCREASING PARENTAL INVOLVEMENT IN PUBLIC EDUCATION STUDY COMMITTEE

HB 1159, Chapter Law 0031:1, Laws of 1998
establishing a committee to study strategies for
increasing parental involvement in public education.

Members of the Committee

Representative Iris W. Estabrook, Chair
Representative Bruce L. Dearborn, Clerk
Representative Charles B. Yeaton
Rep. Richard L. Hill
Senator Carl R. Johnson
Senator Caroline McCarley
Senator Sylvia B. Larsen
Ann FitzGerald, Committee Researcher

INTRODUCTION TO THE ISSUES

HB 1159, Chapter Law 0031:1, Laws of 1998, Increasing Parental Involvement in Public Education Strategies Study Committee was proposed, and enacted, in response to ***Goal 8 of the National Education Goals***:

> ***"Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children."***

The committee finds a large body of research which supports the critical importance of family involvement in children's education. To quote from the introduction to the ***National Standards for Parent/Family Involvement Programs***, (summary of the research is included in Appendix A):

> ***"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." (p. 5)***

A portion of the research speaks specifically to involvement of fathers. The committee acknowledges the importance of fathers in all aspects of family involvement in education.

It is further found by the committee that there is a need for a systematic effort to develop and implement comprehensive family involvement in New Hampshire's public schools. Around the state, exemplary programs and practices are taking place, as recognized by the Jalbert Awards, but these are isolated and sporadic. Similarly, technical assistance from the NH Department of Education on this topic is focused in specific programs such as Title I.

COMMITTEE ACTIVITY

The committee was charged with investigating a range of strategies to increase parental involvement in public education, within two broad categories:

- Parental understanding of the importance of and how to monitor learning and progress, establish homework routines, and encourage academic success; and
- Parent/school relations designed to increase parent/teacher contact, develop meaningful roles for parents in school governance, and create real partnerships with parents in the school's vision.

The committee focused its questions and research on several key aspects of the issue:

- What are the elements of an effective family involvement program?
- What strategies have other states adopted to strengthen family involvement in public education?
- What models/efforts currently exist in New Hampshire?
- What approach(es) would work best in New Hampshire?

The committee had access to a depth of materials shared by Dr. Gerald Bourgeois, NH Department of Education, and provided by Committee Researcher Ann FitzGerald. The committee also reviewed relevant statutes from other states. A bibliography of the materials utilized by committee members is included in Appendix B.

The committee received testimony from the following:

- Warren Berry, Project Safeguard: Expanded drug education program which includes off-school site conference for students and parents. Highly successful in achieving parent attendance, largely as a result of high quality programming.
- Dottie Fair and Lynda Thistle-Elliott, NH Department of Education: Title I – federal program to support educationally disadvantaged youth, now contained in IASA (Improving America's

Schools Act). Primarily early literacy focus. Parent involvement is one of four cornerstones of the program. Many components of this parallel the PTA Standards.

- Roxanne Marsh, Concord Head Start, Manager, and Larry Colby, Southwest Community Services, Family Services Manager: Federal program serving three- to five-year olds, mostly below poverty level, with preschool experiences and extensive family involvement and support. In terms of governance, parents comprise the governing board of each district and site councils for each program. Title I requires that parents receive information and training in a variety of areas related to their children's education. Parent support services include semi-annual home visits.

- Mary Trinkley, Parent Information Center: Provides technical assistance to parents under Goals 2000 and IDEA.

- Dr. Judith Fillion, NH Department of Education: Report given on teacher preparation and certification requirements relative to family involvement and on School Volunteer Program under contract to Partners in Education. Focus is on business involvement, but also results in parent involvement.

- Dr. Gerald Bourgeois, NH Department of Education: Report given on current New Hampshire projects with parent involvement components including Goals 2000, Title I, Title II, and the Jalbert Awards. Dr. Bourgeois also shared the article, ***School/Family/Community Partnerships***, by Joyce Epstein and several dozen other written resources.

- Connie Ross, President, NH PTA: Served on the national committee to develop National Standards. She spoke to the flexible implementation of these standards at the local level, the need for training, and roles for parents in shared decision making.

CONCLUSIONS / RECOMMENDATIONS

An effective family involvement program has six parts or "standards." National standards for Parent/Family Involvement Programs have been developed by the National PTA, through the National Coalition for Parent Involvement in Education. These standards parallel the work of other researchers and organizations in defining a comprehensive family involvement program. They have been endorsed by more than thirty national education and family involvement groups including the American Association of Colleges for Teacher Education, the American Federation of Teachers, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Education Association, and the National School Boards Association. The standards are:

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

- Parenting: Parenting skills are promoted and supported; families are helped to establish home environments to support children as students.

- Student Learning: Parents play an integral role in assisting student learning; information and ideas are provided on how to help students at home with homework, decisions and planning.
- Volunteering: Parents are welcome in the school, and their support and assistance are sought.
- School Decision Making and Advocacy: Parents are full partners in the decisions that affect children and families.
- Collaborating with Community: Community resources are used to strengthen schools, families, and student learning.

The committee supports an approach for New Hampshire which embraces a comprehensive strategy, based on an understanding of the need for a multi-faceted undertaking.

SPECIFIC RECOMMENDATIONS

I. To address the need for pre-service professional preparation for teachers, the committee recommends that the NH State Board of Education take the following action:

In support of the board's adoption of its "Position Paper: NH State Board of Education – Parental Involvement in New Hampshire Public School," it is recommended that the board revise Rule Ed 610.02, Core Requirements. The revision should serve to focus greater attention on pre-service professional preparation in the area of family involvement and to recognize the multi-faceted nature of successful family involvement programs. Specifically, the following change is recommended:

Add section (j), suggested wording: "Promoting family involvement through communication, volunteering, parenting and home learning support, community collaboration and parent partnerships for school decision-making."

This revision should be supported by training delivered by the NH Department of Education for directors of teacher preparation programs (fourteen in New Hampshire) on implementation.

II. Legislation should be brought forward which facilitates the adoption of school-site councils as a structure to address standard number five (school decision-making) directly, and to advance the implementation of the remaining five standards. These councils must be tightly defined to delineate their membership requirements and partnership role in planning, priority setting, implementing and evaluating school improvement and family involvement initiatives, NOT a role of policy and oversight, as has the School Board. The committee supports this structure as effective in overall integration and implementation of the standards based on local needs and circumstances.

The adoption of such a structure can already be accomplished by administrative action. The committee recommends the legislation include the option for a ballot initiative by the voters to direct their district to adopt the school-site council structure.

Whether by administrative or ballot initiative, adoption of school-site councils by local districts should be supported by technical assistance and training from the NH Department of Education. The committee, therefore, recommends the legislation include a directive for the NH Department of Education to develop technical assistance and identify model programs for local districts on the areas outlined in the National PTA Standards. Furthermore, since success of school site councils is linked to participant training, the NH Department of Education should develop and deliver meaningful training on successful site council practices for parents and community members, teachers, and principals serving on local school-site councils. Following intensive start-up training, districts should also be able to access periodic check-ups and regional training for new site council members.

III. Early childhood family education programs which focus on parents' role in promoting learning lay the groundwork for public school family involvement efforts in several ways. They orient parents to this role early in their children's lives, improve school readiness and make parents more comfortable with later family/school relations, especially when early childhood services are delivered by or in cooperation with the public schools. The committee, therefore, recommends further legislative consideration/study of the various alternative programs, as described in the report, ***Working with Families: Promising Programs to Help Parents Support Young Children's Learning***, Summary of Findings (Appendix C). These include the Missouri "Parents as Teachers" program, the "HIPPY" program from Florida and the Minnesota Early Childhood Family Education Program. On the federal level, it includes "Even Start."

IV. Private sector support for family involvement is especially important given the high percentage of families with single working parents or two working parents. The committee recommends that New Hampshire employers consider providing flex or paid leave policies that enable employees to visit/participate in schools during the day.

Respectfully submitted on behalf of the committee,

Iris W. Estabrook

Representative Iris W. Estabrook, Chair

IWE/laz
Attachments:

Appendix A - National Standards for Parent/Family Involvement Programs
Appendix B - Bibliography
Appendix C - Working With Families: Promising Programs to Help Parents Support Young Children's Learning

EXHIBIT B

National Standards for Parent/Family Involvement Programs

National PTA

Foreword

Affirming the significance of parent and family involvement has been a priority of the National PTA since its founding. Over the past 100 years, National PTA has consistently demonstrated that effectively involving parents and families in support of children and their education produces meaningful and lasting results.

In the midst of the current climate of education reform, National PTA maintains what numerous research studies and years of experience as advocates on behalf of children have demonstrated to be true: ***Parent and family involvement increases student achievement and success***.

The overall importance of parent and family involvement, as the foundation for all other education reforms, warrants the same consideration and attention as other areas for which national standards are being developed. Therefore, the establishment of standards to guide parent involvement programs and evaluate their quality and effectiveness is crucial.

The National Standards for Parent/Family Involvement Programs were developed by the National PTA in cooperation with education and parent involvement professionals through the National Coalition for Parent Involvement in Education (NCPIE). Building upon the six types of parent involvement identified by Joyce L. Epstein, Ph.D., of the Center on School, Family, and Community Partnerships at Johns Hopkins University, National PTA created program standards of excellence. These standards, together with their corresponding quality indicators, were created to be used in conjunction with other national standards and reform initiatives in support of children's learning and success.

In recent years, through unwavering advocacy efforts, National PTA secured parent involvement as one of the eight National Education Goals: Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children.

It is with this fundamental goal in mind that the National PTA invites all education and parent involvement representatives to support these National Standards for Parent/Family Involvement Programs, so that student success can soar—in school and beyond.

Lois Jean White, National PTA President, 1997–1999

Ginny Markell, National PTA President-Elect, 1997–1999

Joan Dykstra, Immediate Past National PTA President, 1995–1997

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Why National Standards?

National Standards for Parent/Family Involvement Programs	
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.

Introduction

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 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:

- To promote meaningful parent and family participation
- To raise awareness regarding the components of effective programs
- 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 will regularly review and revise the standards to ensure that they are dynamic and responsive to future demographic trends and research. Future versions will be shaped through collaboration with other groups working on standards for teacher preparation, core academic content, and other related school reform initiatives.

* Throughout this document are references to "parent" involvement. All such references may be interpreted broadly to include the adults who play an important role in a child's family life, since other adults-grandparents, aunts, uncles, step-parents, guardians-may carry the primary responsibility for a child's education, development, and well-being.

Standard III

Student Learning

EXHIBIT C

Quality Indicators:
Successful Programs | Sample Applications

Parents play an integral role in assisting student learning.

Student learning increases when parents are invited into the process by helping at home. Enlisting parents' involvement provides educators and administrators with a valuable support system-creating a team that is working for each child's success.

The vast majority of parents are willing to assist their students in learning, but many times are not sure what assistance is most helpful and appropriate. Helping parents connect to their children's learning enables parents to communicate in powerful ways that they value what their children achieve. Whether it's working together on a computer, displaying student work at home, or responding to a particular class assignment, parents' actions communicate to their children that education is important.

Quality Indicators

Successful programs:

1. Seek and encourage parental participation in decision-making that affects students.

2. Inform parents of the expectations for students in each subject at each grade level.

3. Provide information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers.

4. Regularly assign interactive homework that will require students to discuss and interact with their parents about what they are learning in class.

5. Sponsor workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments.

6. Involve parents in setting student goals each year and in planning for post-secondary education and careers. Encourage the development of a personalized education plan for each student, where parents are full partners.

7. Provide opportunities for staff members to learn and share successful approaches to engaging parents in their child's education.

Sample Applications

Foster Learning at Home

- Report research findings on how parent involvement can promote student success in school newsletters.
- Provide information sheets to guide parents in helping students with a particular skill-for example, information that explains how to help a young child with reading or how to help a teen with a research project.
- Some projects readily lend themselves to involving parents or other family members. Examples include personal interviews on specific topics or reports based on visits to community museums or points of interest. Provide advance instructions and specific guidelines for each project.
- Ask parents to take an active role in reviewing student portfolios. Parents have the opportunity to review project expectations, discover their child's areas of strength, and gain insight in how to help their child improve.

How Much Help Is Too Much? Offer suggestions to parents on how they can help their children learn, including questions to ask and practical ways to practice skills. One English teacher describes how parents can ask questions and make suggestions to help students learn and practice writing skills. Studies have found that writing improves when students seek advice from others and write for an audience. Parents and family members can provide that needed feedback and support.	**Sample Home-to-School Communication** Design homework assignments to include parent sign-off. Provide instructions about what to look for in each assignment, and offer a quick check-off response such as: [ ]My child understands and correctly applies this skill. [ ]My child needed help on this, but overall seems to understand this lesson. [ ]My child needs further instruction on this skill/lesson. Other comments _____ Parent signature _____	**Student-Parent Workshops** Provide brief workshops on specific topics of interest to students and parents. Topics might include a series on study skills, new information on a particular curriculum area such as math or science, or college and career planning. When applicable, include hands-on learning activities and detailed information to help both parents and students practice new skills.

EXHIBIT D

Setting the Standard

An update on how the National Standards for Parent/Family Involvement Programs have been implemented across the nation

by Lorenza DiNatale

Affirming the significance of parent and family involvement has been a priority of the National PTA since its founding in 1897. During the past 103 years, National PTA has consistently demonstrated that effectively involving parents and families in support of children and their education produces meaningful and lasting results. To that end, the National Standards for Parent/Family Involvement Programs are voluntary guidelines to strengthen parent and family involvement on behalf of children in schools and other programs.

Developed in 1997, the standards were designed to help direct leaders as they move from discussion to action in developing dynamic parent involvement programs that are meaningful, well planned, and long lasting. These standards, which were developed by National PTA in collaboration with parent involvement researchers and other national leaders, have been endorsed by 61 professional education and parent/family involvement organizations.

This article tells how the National Standards have been implemented/used as a guide across the country. It is an update to the article "Standard Bearers" featured in the March 1999 issue of *Our Children* (p.16). (PTA members may read the article online by visiting the Members Only website.)

National Standards for Parent/Family Involvement Programs

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.

Locally

- Juneau Alaska School District adopted parent involvement plans for the eight schools in its district.
- Les Carnine, Ph.D., the Superintendent of the Little Rock School District in Arkansas, worked to get the National Standards adopted in 2000.
- All schools within Leon County Florida identified school wide goals for the 1999–2000 school year and examined how their goals compare with the standards' "quality indicators." The standards were used to re write school goals.
- School board members, parents, and the district superintendent in Elgin Area Unit District 46, Illinois, are working together in a Parent Group Network to change the scope of parent

involvement in their entire school district.

- The Community Unit School District 300, Carpentersville, Illinois, has established School Board supported, site based school improvement teams made up of parents, community members, teachers, and the principal at all 19 schools within its district. The National Standards have been used in training programs about shared decision making and in developing school mission statement goals and surveys to evaluate parent involvement practices.

- Forty-eight local PTA officers joined the Greater Lansing PTA Council as the Lansing Board of Education (Lansing School District, MI) adopted the Parent/Community Involvement Policy in 1999.

- The Rochester City School District, New York, listed and officially supported the standards in its 1999–2000 directory of information, which is disseminated to all parents within the school districts at the beginning of each school year.

- The Columbus Board of Education, Ohio, officially endorsed the National PTA and the Council of Great City Schools joint effort to increase parent involvement.

- In the Corpus Christie Independent School District, Texas, a task force of parents, teachers, principals, district level staff, and community members were charged with creating family involvement standards for the district. They used and adopted the National Standards.

- The Chesterfield County Public Schools and the Norfolk County Public Schools in Virginia officially endorsed the standards in 1999.

- The Appleton Wisconsin City-Wide PTA Council worked with the Village Partnership and the school board to have the national standards adopted as part of the its parent involvement policy. This suburban school district serves 23 schools.

Statewide

- Connecticut's State Board of Education adopted a state policy on School, Family, Community Partnerships based on the National PTA's standards. Connecticut's General Assembly passed a law (Public Act 97-290) intended to foster meaningful partnerships among schools, families, and communities to enhance student learning. It stated that ALL local and regional boards of education were required to develop, adopt, and implement written policies and procedures to encourage parent-teacher communication. The Connecticut Department of Education, along with community partners including the Connecticut PTA, put together a packet to help local boards of education comply with the law that explained the six standards in detail. This policy and law impact 1,068 public schools serving 545,619 public school students.

- The Montana board of education approved amended school accreditation standards in November 2000 requiring all school boards to have a written parent involvement policy available to the public and the staff of all school districts. The National Standards are listed as the "encouraged" components to include in developing a policy.

- The New Hampshire School Board Association approved and adopted a model parent involvement policy in March 2000. This policy will become a part of the statewide model policy books that go to every school district in New Hampshire.

- On March 16, 2000, the Oregon State Board of Education adopted a parent involvement policy proposed by the Oregon State PTA.

- In September 1999, the Rhode Island Board of Regents for Elementary and Secondary Education endorsed the standards. The standards will be distributed to the 37 school districts in the state, and training is planned to help schools implement them as part of their school improvement plans. The Rhode Island PTA is working with RIDE (Rhode Island Department of Education) to develop a training for school teams of parents, teachers, and administrators that will focus on how to use the National Standards to develop action plans for school improvement. Each school in the state is required by the state's new accountability system SALT (School Accountability for Learning and Teaching) to have action plans for parent involvement.

- The states of Nevada and Maine are currently working with their state legislatures and boards of education to adopt the National Standards, as well.

Teacher and parent education efforts

Within the states of Alabama, Florida, Minnesota, Texas, and Utah, college courses on parent involvement, home/school community relations, and collaborations at both the undergraduate and (in Minnesota and Texas) graduate levels are being taught to future educators using the National Standards as a text. State PTAs in Mississippi, Ohio, and Rhode Island are currently working with their universities to bring the message of parent involvement in college curriculum to their state's future educators. In a further effort to communicate the importance of parent involvement in education, several recently published education books and training guides have included the National Standards.

- Decker, Larry E, and Decker, Virginia A. Florida. *Engaging Families & Communities.* Atlantic University, 2000. Intended to help educators create comprehensive programs by implementing best practices for creating and maintaining family and community involvement.

- Couchenour, Donna, and Chrisman, Kent. *Families, Schools and Communities: Together for Children.* Delmar Publishing (Albany, NY), 2000. A textbook for pre-service teachers that includes sections of the National Standards booklet.

- Morrison, George S. *Early Childhood Education Today 8th Edition.* Prentice Hall, 2000. Includes the National Standards for Parent/Family Involvement Programs and discusses their benefits.

- *Overcoming Barriers to Parent Involvement.* U.S. Department of Education, 2000. A guide to be used in training sessions with low income families to support involvement in their children's education and to foster strong school-community partnerships.

We Want to Hear from You

How is your school, district, state, or other organization using the standards? Send us copies of parent/family involvement policies, state legislation, descriptions of programs, courses, or projects based on the *National Standards for Parent/Family Involvement Programs.*

National PTA
Programs Department
Attn: Lorenza DiNatale
330 N. Wabash Avenue,
Suite 2100
Chicago, IL 60611

E-mail: info@pta.org

A model for all to follow

If imitation is the best form of flattery, then perhaps the greatest complement 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 the National Standards. The panel revealed that none of the models had significant parent involvement components nor encompassed more than one of the standards. National PTA and panel members gave recommendations to the program developers that suggested school reform models use the National Standards as guidelines in creating quality parent involvement programs.

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ERIC Digest 89 May 1994

School-Site Councils

by David Peterson - del Mar

School-site councils are part of a broader movement of school reform and renewal, particularly toward shared decision-making. At their best, they are a broadly representative group of people who skillfully blend diverse experiences and viewpoints into wise decisions that are effectively carried out.

Site councils are easy to mandate, much more difficult to create. They require their members to leave behind accustomed roles and compromise strongly held beliefs. They consume a great deal of time and energy. They require both good intentions and skillful execution.

Although school-site councils decentralize authority on a grassroots level, their authority does not typically impinge on the authority of the district office or school board.

What Are the Possibilities of School-Site Councils?

Site councils, if created and operated appropriately, can be a very useful component of school renewal and reform. Increasing the pool of decision-makers can make both for better decisions and for better implementation of those decisions.

The most obvious advantage of group decision-making is that it brings the experience and expertise of many people to bear on a problem. This can be especially useful for a complex institution such as a school, where no single administrator is likely to have the knowledge or skills to make consistently effective decisions. Seven heads, or ten, are usually better than one.

The very process of skillful group decision-making facilitates implementing those decisions. Jeffrey W. Eiseman and his colleagues (1989) note that "school improvement teams. . . greatly enhance the flow of accurate information regarding implementation within the school" and reduce "detrimental rumors." Moreover, people are more likely to act on decisions that they had a hand in making.

By integrating the community into the decision-making process, site councils undercut the influence of a single strident and persistent voice and give weight to the more subdued and representative whole.

These well-known benefits of group decision-making will be largely wasted, however, if the site council does not focus on important issues. Will the council decide which rooms get carpets and how lunch duty is assigned, or will its central mission be to spearhead renewal of the instructional program? As David T. Conley (1993) writes, "When educators consider strategies for increasing stakeholder participation in decision-making, they might benefit by asking one question first: Why are we doing this?"

What Are Some Common Difficulties of Site Councils?

As discussed above, site councils have considerable potential for improving the decisions that a school makes and its implementation of those decisions. But there are many potential pitfalls in this process.

In the first place, an effective school-site council requires its members to assume new roles. Principals, for example, must learn to share authority. Teachers, in particular, may hesitate to challenge or disagree with the building supervisor. Remarked a Salt Lake City teacher/site council member: "Trying to push issues gets one in trouble" (Malen and Ogawa 1985). Teachers on that city's site councils commonly feared "that parents might 'stir up problems that don't really need to be addressed'" (Malen and Ogawa). A parent on a South Carolina site council complained that "sometimes things come up and if there's a bit of argument, it fizzles out" without resolution (Monrad and Norman 1992).

Malen and Ogawa conclude that Salt Lake City site councils, though intended to restructure top-down decision-making, had in fact furthered traditional relations of power within the schools. School-site councils create the possibility of shared decision-making, but they cannot guarantee that principals, other staff, and parents will in fact be able to overcome old habits to do the hard work of sharing authority.

Lack of time can hamstring even school-site councils that are able to break old patterns. A high school assistant principal noted that some staff regard school-site councils primarily "as a whole lot more work" (Peterson - del Mar 1994). Teachers and other staff members find their numbers shrinking and their responsibilities expanding. It is a cruel irony that shared decision-making is gaining momentum at a time when staff find it increasingly difficult to participate in it.

What Are the Characteristics of Effective Councils?

Effective school-site councils begin with effective training. "Not very many teachers, parents, or administrators for that matter have been trained in group process," notes Bill Kentta, an administrator with the Eugene (Oregon) School District (Peterson - del Mar). Such training should cover topics like group decision-making, conflict resolution, and building group culture. Without adequate preparation, group members are apt to assume familiar authoritarian or passive roles and to think in individualistic rather than corporate terms.

Effective site councils are also characterized by diversity. Even the most homogeneous school is in fact highly diverse, containing both women and men, children and adults, administrators, teachers, classified staff, parents, and community members. Growing numbers of schools also contain an expanding spectrum of ethnic or racial groups and social classes. Councils that are broadly inclusive bring the strength and experience of each group to the council.

Finally, site councils enhance their effectiveness when they communicate with the broader school community. Parent members can report to parent organizations, teacher members to their departments, and so forth. These liaisons increase people's sense of participation and make for decisions that are more broadly shared.

Site councils should also be sensitive to the fact that they, too, are subject to a larger authority: the school board and the superintendent. Site councils should respect the limits of their power and expect to be held accountable for the results of their decisions.

What Is the Principal's Role?

It is easy to see why some principals would feel threatened by the creation of site councils in their schools. The council's raison d'etre is that decision-making by the principal alone is somehow deficient and in need of supplementation by others: teachers, classified staff members, parents, other community members, even students. Those principals who resist the formation of a council, however, or who attempt to undermine its functioning forfeit an opportunity to exercise a potent style of leadership that can help to transform their schools. Principals who learn to exercise power through, rather than over, others create conditions in their schools for all personnel to work together to achieve valued outcomes (Conley).

Etheridge and her colleagues (1990) surveyed a number of site councils in Tennessee and concluded that the ideal principal had a democratic style in relating to other council members. Such principals possessed "a well defined view of what needed to be done to improve the school," but they also actively sought input from others, accepted that their point of view would not always prevail, and believed that others could make sound choices.

What Is the Relationship Between Site Councils and Other Decision-Makers?

Districts that do not have a policy or mechanism for spelling out the authority of school-site councils are "asking for trouble," in the words of Kentta (Peterson - del Mar). Such a policy specifies the relationship between the district and the site councils. The board might specify that site councils cannot deviate from a district's strategic plan, for example. It also might specify that site councils can seek exemptions from district policy on a case-by-case basis. Open communication can help to ensure that site councils do not overstep their boundaries and can avoid painful vetoes and consequent hard feelings.

The district's decision-makers and the site councils ideally work together, in concert. Jim Carnes of the Oregon School Boards Association argues for "a district vision and a school version" of it, a coordination that brings "alignment" and "power" (Peterson - del Mar). School-site councils function best when they are part of a larger reform movement within the school and within the district.

School-site councils, at their best, are essentially grassroots democracy. They therefore depend on people's commitment to participate in the democratic process. This means sharing power and responsibility, obtaining the necessary training and education, and then diligently applying it.

The mere presence of a school-site council means very little. Only the committed and skillful participation of the school community can breathe life into its form.

Resources

Conley, David T. *Roadmap to Restructuring: Policies, Practices, and the Emerging Visions of Schooling.* Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1993. 430 pages. ED 359 593.

Eiseman, Jeffrey W., and others. *The Role of Teams in Implementing School Improvement Plans. Andover, Massachusetts: Regional Laboratory for Educational Improvement of the Northeast and Islands, 1989. 40 pages. ED 320 191.*

Etheridge, Carol Plata, and others. "Leadership, Control, Communication and Comprehension: Key Factors in Successful Implementation of SBDM." Paper presented at the Annual Meeting of the Mid-South Educational Research Association, New Orleans, November, 14-16, 1990, 18 pages. ED 328 655.

Malen, Betty, and Rodney T. Ogawa. "The Implementation of the Salt Lake City School District's Shared Governance Policy: A Study of School-Site Councils." Paper prepared for the Salt Lake City School District, Utah, August 1985. 42 pages. ED 274 099.

Monrad, Diane Mahony, and Jean M. Norman. A Descriptive Study of Eight School Improvement Councils in South Carolina. Columbia, South Carolina: School Improvement Council Assistance, 1992. 64 pages.

Peterson - del Mar, David. School-Site Councils. Eugene, Oregon: Oregon School Study Council, University of Oregon, February 1994. OSSC Bulletin Series. 45 pages.

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract No. OERI RR93002006. The ideas and opinions expressed in this Digest do not necessarily reflect the positions or policies of OERI, ED, or the Clearinghouse. This Digest is in the public domain and may be freely reproduced.

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Speakers

SENATE EDUCATION COMMITTEE

Date 03/05/03 Time 2:30 PM Public Hearing on **SB 124**

establishing a family-community involvement program.

Please check box(es) that apply.

SPEAKING	FAVOR	OPPOSED	NAME (Please print)	REPRESENTING
X	☐	☐	Senator Iris Estabrook	Prime Sponsor
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Testimony

STATE OF NEW HAMPSHIRE
OFFICE OF LEGISLATIVE BUDGET ASSISTANT

FISCAL NOTE WORKSHEET

Date Sent to Agency: 3/10/03 LSR#: 0832

Agency: Education Bill SB 124-FN

Due to LBAO: Dates:
Original:
Revised:
Amended:

State Fund(s) Affected

GENERAL X FEDERAL OTHER

	FIRST BIENNIUM		SECOND BIENNIUM		
	FY 2003	FY 2004	FY 2005	FY 2006	FY2007
State Revenue					
State Expenditure		$135, 573	$150, 960		
Net State Impact		$135, 573	$150, 960		
County Revenue					
County Expenditure					
Net County Impact					
Local Revenue					
Local Expenditure		Unable to determine	Unable to determine		
Net Local Impact		Unable to determine	Unable to determine		

NOTE: (1) List only the amount of change in the appropriate column.
(2) Place all negative numbers in parenthesis.
(3) You may replicate this worksheet.
(4) Refer to Fiscal Note Guidelines for further information.

FISCAL NOTE WORKSHEET (page 2 of 3)

(A) ASSUMPTIONS: Explain how estimate was derived. Describe costs that can be absorbed without additional funding. If no fiscal estimate can be prepared, explain why in detail.

We believe that it will be necessary to have an Educational Consultant and Program Assistant added to the Department's staff in order to enable the agency to provide the technical assistance and training described in the bill.

(B) METHOD of determining fiscal impact – show calculation:

Staff:

Educational Consultant -	$62,170	FY 04
	$71,245	FY 05
Program Assistant	$43,403	FY 04
	$44,705	FY 05

Operating Expenses:

$30,000	FY 04
$35,000	FY 05

The FY 05 figures are based on a 3% increase in expenditures.

(C) ESTIMATED FISCAL IMPACT (from A and B) – Calculations must agree with and explain totals on first page:

FY 04	$ 135,573	State Funds
FY 05	$ 150,950	State Funds

FISCAL NOTE WORKSHEET (page 3 of 3)

D) ADDITIONAL COUNTY, LOCAL OR LONG-RANGE EFFECTS:

We do not have a means to calculate expenditures on the local level as this will vary depending on how the local education agency decides to implement this program.

(E) TECHNICAL OR MECHANICAL DEFECTS: (Note any conflicts with existing law. Do not comment on the merits of the LSR.)

(F) OTHER COMMENTS: (tax variables, federal mandates, etc.)

AGENCY REPRESENTATIVE PREPARING WORKSHEET
Gary E. Guzouskas

Nicholas C. Donohue
Name/ Signature

Commissioner of Education - 271-3144
Title, Agency and Phone Number

Date

Committee Report

STATE OF NEW HAMPSHIRE

SENATE

REPORT OF THE COMMITTEE

Date: March 19, 2003

THE COMMITTEE ON Education

to which was referred Senate Bill 124

AN ACT establishing a family-community involvement program.

VOTE: 3-2

Having considered the same, report the same with the following resolution:
Resolved, that it is: **INEXPEDIENT TO LEGISLATE.**

Senator Richard Green
For the Committee

SB124 Docket

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Bill Title: establishing a family-community involvement program.

Date	Body	Description
1/30/2003	**S**	Introduced and Ref. to Education; SJ 3, Pg.36
2/14/2003	**S**	Hearing; === CANCELLED === March 12, 2003, Room 105-A, SH, 2:30 p.m.; SC10
2/28/2003	**S**	Hearing; === RESCHEDULED === March 5, 2003, Room 105-A, SH, 2:30 p.m.; SC12
3/21/2003	**S**	Committee Report; Inexpedient to Legislate [03/27/03]; SC15
3/27/2003	**S**	Inexpedient to Legislate, MA, VV === KILLED ===; SJ 10, Pg.145

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Docket Abbreviations