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| 1. Module 1 – School Advisory Council Structure, Purpose and Role | 1 Hour, 50 Minutes |
| 2. Module 2 – Parent Involvement | 1 Hour, 47 Minutes |
| 3. Module 3 – School Advisory Council Way of Work | 2 Hours, 57 Minutes |
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Florida Department of Education



**SCHOOL ADVISORY COUNCIL
TRAINING MANUAL**

**Florida Education Goals
Information Series
IV**



Revised October 2000

SCHOOL ADVISORY COUNCIL TRAINING



MODULE 1

SCHOOL ADVISORY COUNCIL STRUCTURE, PURPOSE & ROLE



OVERVIEW

MODULE 1 SAC STRUCTURE, PURPOSE AND ROLE

Objectives:

1. Outline the history of Florida's System for High-Quality Schools
2. Identify the structure and purpose of a SAC
3. Examine the roles and responsibilities of members of a SAC

| Objective | Minutes | Content | Presentation Strategies |
|-----------|---------|---|---|
| | 15 | 1. Introductions 2. Ground Rules 3. Objectives & Overview of Agenda | Present, Introductions at each table, Show of hands - parents, teachers, admin., com./bus. Rep., SAC Chairs |
| 1,2, & 3 | 5 | 4. Facts About SACs - True/False | Stand Up - Sit Down Activity |
| 2 | 10 | 5. What is the most important function of a school? | Table activity List |
| 1 | 10 | 6. Florida's System for High-Quality Schools Brief overview with reference to Appendix where more information may be found <ul style="list-style-type: none"> • System Development & Components • SAC statutory requirements | Lecturette Tie back to group lists |
| 2 | 20 | 7. SAC Roles and Responsibilities <ul style="list-style-type: none"> • Role of School Board • Role of Principal • Role of SAC Chair • Role of SAC Member • SAC Does & Doesn't • Sunshine Law | Lecturette Small group role play activity |
| 2 & 3 | 30 | 8. School Budget Resource speaker or sharing of resources to help SAC members assist in the school's annual budget. | Speaker or sharing of resources |
| 2 & 3 | 15 | 9. Piece of the Puzzle Activity | Small group - Share resources each person brings |
| | 5 | 10. Benefits of SAC Membership | Present |

Trainer Agenda
MODULE 1
SAC STRUCTURE, PURPOSE AND ROLE

- Objectives:**
1. Outline the history of School Improvement and Accountability
 2. Identify the structure and purpose of a SAC
 3. Examine the roles and responsibilities of members of a SAC

| Time | Who | Trainer Activities/Content | Participant Activities | Handouts/ Media |
|-------------|------------|--|---|---|
| 8 min. | | <p>1. Welcome and Introductions Welcome the participants to the training. Ask for show of hands - How many are parents? Teachers? Administrators? business or community representatives? SAC chairs? Thank them for attending, stress importance of the training. Introduce yourself (trainers). Complete housekeeping information if not already done.</p> | Listen | |
| 2 min. | | <p>2. Ground Rules Review and ask if there are any additions to the ground rules.</p> | Listen & suggest any additions | <i>Chart & Markers</i> |
| 5 min. | | <p>3. Objectives and Overview of Agenda State the goal and objectives of the workshop. (Transparency 1) Ask participants if they have any additional expectations. Add these to the objectives, if it is determined they can be covered.</p> <p>Review the agenda with the participants.</p> <p>Ask participants to take time during the break to review the charts on the wall that show scales or spectra of awareness on several subjects. Ask them to place a colored dot at their approximate point of awareness or knowledge on each chart/scale.</p> | <p>Listen & state any additions</p> <p>Listen</p> <p>Place dots on Charts</p> | <p><i>Transparency 1 Handout 1</i></p> <p><i>Chart of “Agenda”</i></p> <p><i>Charts (See Trainer Resources)</i></p> |

| | | | | |
|---------------|--|---|--|--|
| <p>5 min.</p> | | <p>4. Facts About SACs Tell participants that there was significant research that affected the development of the school improvement philosophy. Tell them that you are going to make a statement. If they think the statement is true, they should stand up and sit down. Do 5 or 6. (Tell them it is not a test, but is intended to be a fun warm-up activity that will get them thinking about the importance of a SAC.) (You may also want to provide them the option of holding up a “yes” or “no” card instead of standing.)</p> <ol style="list-style-type: none"> 1. Parent involvement is the single most important factor that affects positive student outcomes. 2. Children from at-risk families have the most to gain when schools involve parents. 3. Parents do <u>not</u> have to be well educated to help. 4. The family makes critical contributions to the student’s achievement, from earliest childhood through high school. Efforts to improve children’s outcomes are much more effective if they encompass their families. 5. When parents are involved at school, not just at home, children do better in school and they stay in school longer. 6. When parents are involved at school their children go to better schools. 7. Children do best when their parents are enabled to play four key roles in their children’s learning: teachers, supporters, advocates, and decision makers. 8. Families, schools, and community organizations all contribute to student achievement; the best results come when all three work together. | <p>Stand up if statement is true, remain seated if statement is false.</p> | |
|---------------|--|---|--|--|

| | | | | |
|---------|--|--|---|---|
| 10 min. | | <p>5. Most Important Function of a School Ask participants “What is the most important function of a school?” Ask them to think individually and make a list of responses at their table and tape on the wall. Ask participants to share one response from each table. Ask participants to keep their list, and see how it relates to the “Historical Perspective” information that you are about to share.</p> | <p>Think, get a table recorder to list responses, tape on wall Share</p> | <p><i>Chart Paper Markers & Tape for each table</i></p> |
| 10 min. | | <p>6. Florida’s System for High-Quality Schools Brief overview with reference to Appendix where more information may be found</p> <ul style="list-style-type: none"> • System Development & Components • SAC statutory requirements (Transparencies 2-7, Handouts 2-4) | <p>Listen</p> | <p><i>Transparencies 2-7, Handouts 2-4</i></p> |
| 20 min. | | <p>7. SAC Roles and Responsibilities</p> <ul style="list-style-type: none"> • Role of School Board • Role of principal • Role of SAC Chair • Role of SAC Member • SAC Does & Does Not • Sunshine Law <p>(Handouts 5-10) Select and read one of the scenarios from the Trainer Resources in the back of the manual. Ask that participants at each table wear a different hat, i.e. school board member, principal, SAC chair, and SAC member. Play out the scenario with each member acting out his or her role. Let one or two tables demonstrate their role play to the entire group.</p> | <p>Listen Review handouts</p> <p>Small group role play</p> | <p><i>Handouts 5-10</i></p> <p><i>Scenarios from Trainer Resources</i></p> |

| | | | | |
|---------|--|---|---|--|
| 30 min. | | <p>8. School Budget Arrange ahead of time to have the district finance officer or school principal to share the basics on the school budget and how decisions are made, including the SAC's involvement in this process. Share any resources available to help SAC members assist in this process. Say, "The more informed SAC members are about the operation of the school, the better able they are to assist in making the best decisions possible for the school."</p> | Listen | <i>Speaker Resources</i> |
| 15 min. | | <p>9. Piece of the Puzzle Activity (Transition Activity) Tie this into Goal 8. Ask each participant to take a piece of the cut up paper from the table and write down 2 or 3 things they bring as a SAC member. We are all valuable resources to the team. Give example of your own resources and do your own piece of the puzzle for the group. Then write their name on the paper. Each table should put their puzzle together, with each member sharing their resources. Table brings their puzzle to form a part of the larger puzzle. Read a couple of the resources given and add any you can think of that have not been listed.</p> <p>Draw participants' attention back to the wall charts where they placed their colored dots earlier. Suggest that their level of awareness has already increased as a result of this session, and emphasize the value people with different knowledge levels bring to the group as a whole.</p> | <p>Select a puzzle piece. Write resources on piece of the puzzle. Share with rest of the group.</p> <p>Listen</p> | <i>Puzzle pieces (a set for each table) (See Trainer Resource Kit - boy or school house)</i> |
| 5 min. | | <p>10. Benefits of SAC Membership End the module on a high note, by speaking about the value of the SAC to the smooth operation and capability of a school. Stress the importance of their role, and share how their presence at the training shows they are caring members who will add to the quality of their SAC.</p> | Listen Discuss | |

SCHOOL ADVISORY COUNCIL TRAINING

MODULE 1

SCHOOL ADVISORY COUNCIL STRUCTURE, PURPOSE & ROLE

Objectives:

1. Outline the history of Florida's System for High-Quality Schools.
2. Identify the structure and purpose of a SAC.
3. Examine the roles and responsibilities of members of a SAC.

FLORIDA'S EIGHT EDUCATION GOALS

GOAL 1:

Readiness to Start School

Communities and schools collaborate in a statewide comprehensive school readiness program to prepare children and families for children's success in school.

GOAL 2:

Graduation Rate and Readiness for Postsecondary Education and Employment

Students graduate and are prepared to enter the work force and postsecondary education.

GOAL 3:

Student Performance

Students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards; successfully compete at the highest levels nationally and internationally, and be prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

GOAL 4:

Learning Environment

School boards provide a learning environment conducive to teaching and learning, in which education programs are based on student performance data, and which strive to eliminate achievement gaps by improving learning for all students.

GOAL 5:

School Safety and Environment

Communities and schools provide an environment that is drug-free and protects students' health, safety, and civil rights.

GOAL 6:

Teachers and Staff

The schools, districts, colleges of education, postsecondary institutions, and state work collaboratively to provide professional teachers and staff who possess the competencies and demonstrate the performance needed to maximize learning among all students.

GOAL 7:

Adult Literacy

Adult Floridians are literate and have the knowledge and skills needed to compete in a global economy, prepare children for success in school, and exercise the rights and responsibilities of citizenship.

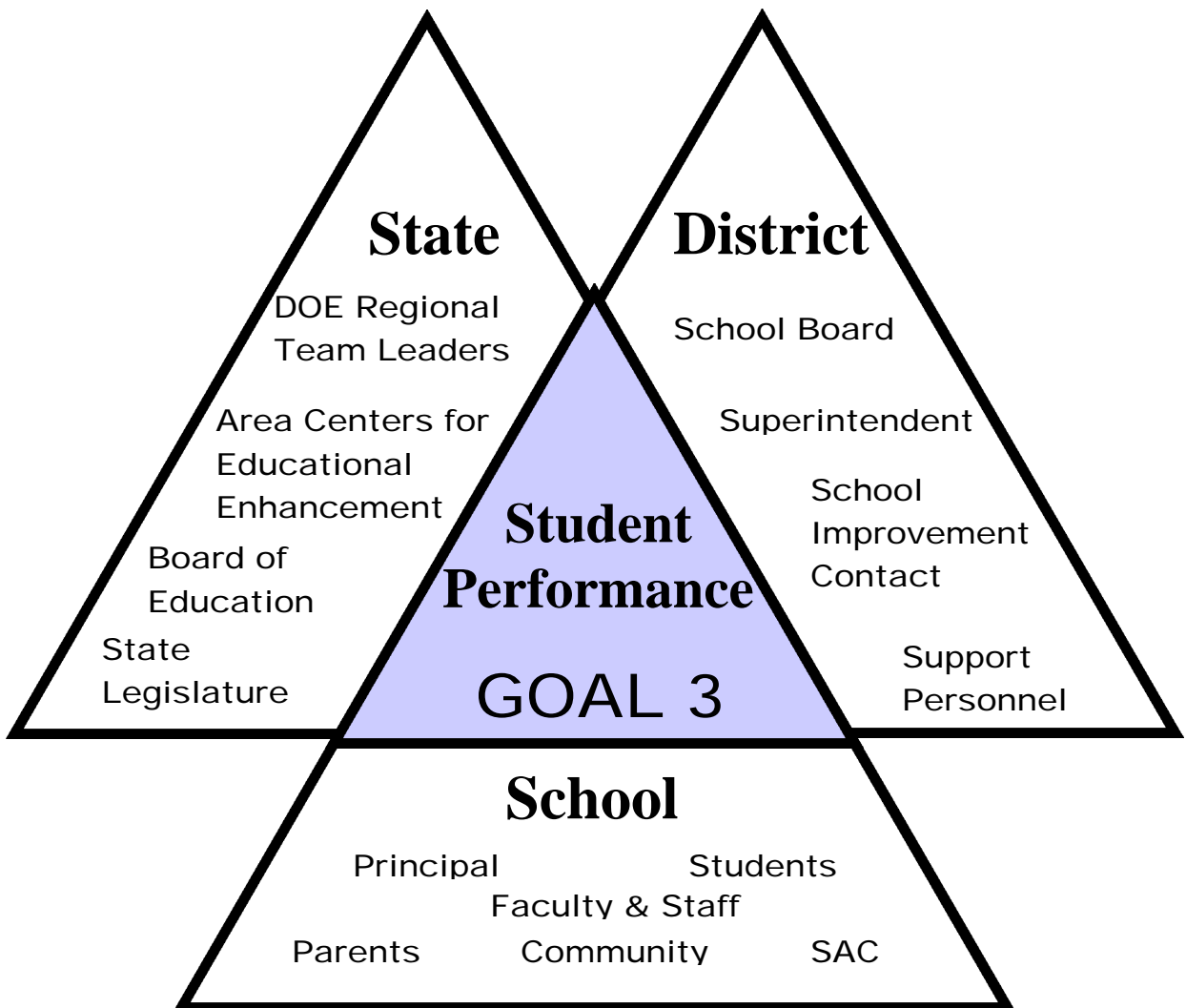
GOAL 8:

Parental, Family and Community Involvement

Communities, school boards, and schools provide opportunities for involving parents, families, guardians, and other community stakeholders as collaborative partners in achieving school improvement and education accountability.

On Target for Student Learning

Florida's System for High-Quality Schools



MEMBERSHIP OF THE SCHOOL ADVISORY COUNCIL

Consists of the principal and an appropriately balanced number of teachers, education support employees, students and other business and community citizens.

- Vocational-Technical Centers and high school advisory councils shall include students, and middle and junior high school advisory councils may include students.
- Vocational-Technical and adult education centers and Department of Juvenile Justice programs are not required to include parents as members.
- Teachers shall be elected by teachers.
- Education support employees shall be elected by education support employees.
- Students shall be elected by students.
- Parents shall be elected by parents.
- Members should reflect the ethnic, racial and economic community served by the school.

ROLE OF DISTRICT SCHOOL BOARD

Responsible for school and student performance and for maintaining the System of High-Quality Schools, including:

- Develops policy and procedures for the election and appointment of SAC members, monitoring SAC composition, waiver process, and school site decision making in: the purchase of instructional materials and technology, staff training, school advisory council member training, student support services, budgeting and the allocation of staff resources.
- Establishes a SAC in each school.
- Reviews membership composition of each advisory council.
- May appoint additional members to SAC to achieve proper representation of school and community.
- Develops agreements between schools and other government and private agencies, i.e., Department of Children and Families, Law Enforcement, universities, libraries, etc.
- Develops a two-year plan of individualized assistance and intervention for each school that does not make adequate progress.
- Notifies the State Board of Education in the event any school doesn't make adequate progress for the second year in a four-year period.
- Provides public information regarding the performance of students and educational programs.
- Provides funds to schools for the development and implementation of school improvement plans.

ROLE OF THE SCHOOL PRINCIPAL

Responsible for the overall administration at a given school, including:

- Supervising instruction.
- Leading in the development, revision and successful implementation of the school improvement plan.
- Playing a key role in achieving the mission.
- Involving all stakeholders in the school improvement process.
- Keeping the SAC informed of relevant policies and activities of the school, district and state.
- Serving as a SAC member.

ROLE OF THE SCHOOL ADVISORY COUNCIL CHAIR

Responsible for overall coordination of SAC activities, including:

- Scheduling regular SAC meetings.
- Communicating with stakeholders to establish an agenda for each meeting.
- Facilitating SAC meeting.
- Requesting volunteers to serve as subcommittee members and delegating responsibilities.
- Notifying all members of upcoming meeting dates.
- Keeping up to date files of minutes of each meeting.
- Informing SAC of relevant training.
- Informing SAC of relevant issues as they relate to school improvement activities.
- Signing the school improvement plan.
- Assisting the principal with presentation of plan to school board.

ROLES AND RESPONSIBILITIES OF SCHOOL ADVISORY COUNCIL MEMBERS

Council members:

- Are actively involved in developing their school's vision or mission.
- Use Florida's eight education goals as guiding principles for everything the council does.
- Thoroughly examine all aspects of their school when developing the school improvement plan.
- Determine and prioritize needs of the school.
- Develop strategies for improving the areas most important to their school.
- Decide how to measure the results of what they plan to do.
- Assist in the preparation and evaluation of the school improvement plan.
- Assist in preparing the school's annual budget.
- Assist in recruiting and retaining other school advisory council members.
- Decide on the expenditure of SAC funds to meet school improvement plan goals.

SCHOOL ADVISORY COUNCIL

DOES:

- Consist of teachers, students, parents, education support personnel, elected by their peers; and other citizens representative of the ethnic, racial and economic community served by the school.
- Consist of members selected from the list of nominees submitted by the school to the school board.
- Assist in preparation and evaluation of the school improvement plan. The plan is designed to achieve the state education goals and student performance standards. The plan must also address issues relative to budget, training, instructional materials, technology, staffing, student support services and other matters of resource allocation as determined by school board policy.
- Perform functions as prescribed by regulations of the school board.
- Assist in preparing the school's annual budget and plan.
- Decide how lottery enhancement funds for school improvement will be spent.
- Adhere to the "Sunshine Law."

DOES NOT:

- Have any of the powers and duties reserved by law for the school board.
- Have any state mandates other than those prescribed by legislation.

THE SUNSHINE LAW AND SCHOOL ADVISORY COUNCILS

- School Advisory Council (SAC) meetings are public meetings and subject to the Government in the Sunshine Law, Section 286.011(1), F.S.
- All meetings at which discussions and deliberations, as well as formal actions, take place must be open to the public, Section 286.011(1), F.S.
- Formal actions are considered binding only when made at meetings held in accordance with the Sunshine Law, Section 286.011(1), F.S.
- Reasonable notice of all meetings must be provided, Section 286.011(1), F.S.
- Minutes of the meetings must be recorded and open to public inspection, Section 286.011(2), F.S.
- All meetings must be held in a facility or location accessible to the public, Section 286.011(6), F.S.
- SAC members who knowingly attend a meeting not held in accordance with the provisions of the Sunshine Law are guilty of a misdemeanor, Section 286.011(3)(b), F.S.
- SACs should follow local district guidelines.

SCHOOL ADVISORY COUNCIL TRAINING



MODULE 2

PARENT INVOLVEMENT



OVERVIEW

MODULE 2 PARENT INVOLVEMENT

Objectives:

1. Learn effective strategies for involving parents in the school community
2. Define the categories of parent involvement and identify the categories most important for student achievement
3. Share best practices in parent involvement
4. Learn what parents want from their child's school
5. Learn principles of effective parent involvement
6. Select specific involvement strategies, identify activities, and set a timeline

| Objective | Minutes | Content | Presentation Strategies |
|-----------|---------|--|--------------------------|
| | 2 | 1. Objectives | Presentation |
| 3 | 5 | 2. Just Like Me Warm up | Large Group Activity |
| 2 | 10 | 3. Five Categories of Parent Involvement | Lecturette Discussion |
| 1 & 3 | 30 | 4. Recruiting Parents as SAC Members | Brainstorm |
| 1, 4 & 5 | 20 | 5. Facts About Parent Involvement | Presentation |
| 1, 4 & 5 | 20 | 6. Improving Parent Involvement Checklist for Improving Parent Involvement | Small Group Activity |
| 6 | 15 | 7. Plan of Action Create a plan of action to implement the activities that will most significantly impact parent involvement at each participant's school. | Small Group Activity |
| | 5 | 8. Summary | Presentation |

Trainer Agenda
MODULE 2
PARENT INVOLVEMENT

Objectives:

1. Learn effective strategies for involving parents in the school community
2. Define the categories of parent involvement and identify the categories most important for student achievement
3. Share best practices in parent involvement
4. Learn what parents want from their child’s school
5. Learn principles of effective parent involvement
6. Select specific involvement strategies, identify activities, and set a timeline

| Time | Who | Trainer Activities/Content | Participant Activities | Handouts/ Media |
|-------------|------------|--|-------------------------------|---|
| 2 min. | | <p>1. Objectives Review Module objectives. Say how important this Module is, and that informing and involving parents and families is everyone’s role. Further, that communications strategies need to be timely, consistent, and planned. (Transparency 2) Module 2 will help participants implement programs with these three components in mind.</p> | Listen | <p><i>Transparency 1</i> <i>Handout 1</i></p> <p><i>Transparency 2</i></p> |
| 5 min. | | <p>2. Just Like Me Place chairs in a circle, if possible, for this opening activity. Explain that this will be a warn-up/energizer that will start us thinking about effective parent involvement strategies. Ask participants to take out Handout 1 - Just Like Me. Explain that when a statement is made that is true for you, you stand up and call out, “Just like me,” and sit down. To start things off choose one of the statements that is true for you, read it, stand up, say, “Just like me,” and sit down. Everyone for whom the statement is true should do likewise. The person next to you continues by choosing one of the statements or coming up with</p> | Listen Participate | <p><i>Handout 2</i></p> |

| | | | | |
|---------|--|---|---|--|
| 30 min. | | <p>Briefly share the statutory requirements relative to SAC membership: having the membership ethnically, racially and economically representative of the community served by the school; and that members be elected by their peers.</p> <p>Participants share and chart, in their small groups, ways they have successfully met the requirements of the law, recruited and kept parent SAC members, especially hard to reach parents.</p> <p>Present ideas/practices - 1st group presents all ideas, each group adds those ideas that have not already been mentioned.</p> <p>Hold onto these ideas for the Plan of Action they will create later.</p> | <p>Listen</p> <p>Small group activity</p> <p>Present to large group</p> | <p><i>Chart Paper & markers</i></p> |
| 20 min. | | <p>5. Facts About Parent Involvement (<i>Transparencies 4-10</i>)</p> <ul style="list-style-type: none"> • Parents Want to Know - Explain that these are the things most parents want to know from the school • Parents of “At Risk” Students - Parents of “at risk” students are often perceived as unsupportive of the school and their child’s education. Studies show they <u>are</u> supportive. There is no difference in support for their child’s education across different economic levels. What gets parents of “at risk” students involved is perceiving that the school <u>genuinely</u> wants them involved. • Change the Delegation Paradigm to a Collaboration Paradigm - We have delegated schooling to schools just like we delegate garbage pick up to the city. We take it out and never think about it again. We have to change the paradigm and help parents to see how much their involvement is needed, and help teachers see parent involvement as a part of their professional role. <p>Two California schools set a goal - All students will be up to grade level by 6th grade. They shortly realized they couldn’t do it without the help of their parents. They worked as a team and were successful. What they did was not all that different from strategies we’ve used in the past, except for the <u>level of intensity</u> with which the principles were applied.</p> | <p>Listen</p> <p>Discuss</p> <p>Listen</p> | <p><i>Transparencies 4-10, Handout 3</i></p> |

| | | | |
|---------|---|--|------------------|
| 20 min. | <ul style="list-style-type: none"> • Four Keys to Parent Education Programs - Research tells us these key components make parent education programs work: <ul style="list-style-type: none"> Empower parents - encourage parents, work with them to set and carry out goals. Especially, don't assume you know what is best for parents. They know themselves best. Focus on the needs of both parents and the child - Parents can't help their children if they desperately need help themselves- a job, housing, simple support from other adults. Adjust to the needs of the specific parents in the program - There is no one-size-fits-all program. Allow plenty of time for parent discussion - programs should be parent dominated. • Ten Truths of Parent Involvement <ul style="list-style-type: none"> Briefly present these "truths" and refer them to Handout 2 which gives them in more detail. <p>6. Improving Parental Involvement Refer participants to Handout 4 the Checklist for Improving Parental Involvement. Allow 5 minutes for individuals to complete the checklist, and 5 minutes for a small group discussion as each person shares "How my school meets these criteria." Discuss any area marked "no" and discuss ways to make them "yes."</p> | Complete checklist individually, Small group discussion | <i>Handout 4</i> |
| 15 min. | <p>7. Plan of Action Ask participants to select specific communications and involvement strategies for their school, identifying activities and setting a timeline. (Handout 5) Have one group share their plan.</p> | Small group activities Create action plan | <i>Handout 5</i> |
| 5 min. | <p>8. Summary Bring closure to the Module by summarizing the highlights. Tie it into the next Module (Way of Work).</p> | Listen | |

SCHOOL ADVISORY COUNCIL TRAINING

MODULE 2

PARENT INVOLVEMENT

Objectives:

1. Learn effective strategies for involving parents in the school community.
2. Define the categories of parent involvement and identify the categories most important for student achievement.
3. Share best practices in parent involvement.
4. Learn what parents want from their child's school.
5. Learn principles of effective parent involvement.
6. Select specific involvement strategies, identify activities, and set a timeline.

JUST LIKE ME

1. I am glad to be here today.
2. I am a parent of a school-age child.
3. I am an educator in a school.
4. I have found educators to be supportive of families.
5. I feel welcome in my child's school.
6. I am a member of a School Advisory Council.
7. Lunch was my favorite subject.
8. The best three months of the year are June, July and August.
9. I share open and honest information with parents.
10. As a parent, I attend all parent-teacher conferences for my child.
11. I am a member of PAT/PTO/PTSA.
12. I receive information from my child's school
13. I return parent phone calls within 24 hours.
14. Our principal has coffee with parents once a month.
15. The secretary in our school smiles and greets parents immediately upon their arrival in the office.
16. I volunteer in my child's school.
17. Teachers and school staff smile and speak to visitors when they walk down the halls.
18. I have found parents to be supportive of educators.
19. Parents are welcome in our school.

TEN TRUTHS OF PARENT INVOLVEMENT

- All parents have hopes and goals for their children.
They differ in how they support their children's efforts to achieve those goals.
- The home is one of several spheres that simultaneously influences a child.
The school must work with other spheres for the child's benefit, not push them apart.
- The parent is the central contributor to a child's education.
Schools can either co-opt that role or recognize the potential of the parent.
- Parent involvement must be a legitimate element of education.
It deserves equal emphasis with elements such as program improvement and evaluation.
- Parent involvement is a process, not a program of activities.
It requires ongoing energy and effort.
- Parent involvement requires a vision, policy, and framework.
A consensus of understanding is important.
- Parents' interaction with their own children is the cornerstone of involvement.
A program must recognize the value, diversity, and difficulty of this role.
- Most barriers to parent involvement are found within school practices.
They are not found within parents.
- Any parent can be "hard to reach."
Parents must be identified and approached individually; they are not defined by gender, ethnicity, family situation, education, or income.
- Successful parent involvement nurtures relationships and partnerships.
It strengthens bonds between home and school, parent and educator, parent and child, school and community.

CHECKLIST FOR IMPROVING PARENT INVOLVEMENT

(Answer Yes or No)

- ____ 1. There is a place in the building for parents to exchange ideas, share information, and to focus on educational issues.
- ____ 2. The office has a friendly, informal atmosphere.
- ____ 3. The school staff views parents as valuable resources.
- ____ 4. Efforts are made to involve culturally and linguistically diverse parents.
- ____ 5. Most communication between teachers and parents is timely and consistent.
- ____ 6. The atmosphere in the school is not bureaucratic.
- ____ 7. There are clearly defined policies regarding parent involvement in the school.
- ____ 8. There is a school-wide homework policy in place.
- ____ 9. There is an inservice program for staff that addresses parent involvement.
- ____ 10. There is an inservice program for the School Board that addresses parent involvement.
- ____ 11. Training programs are available for parents in the language in which they feel most comfortable.
- ____ 12. Parents feel empowered to make decisions in the school.
- ____ 13. Families are a priority in the school.
- ____ 14. Businesses in the community are involved in the school.
- ____ 15. Community involvement is apparent in the school.
- ____ 16. Parents are consulted about their children's thinking and behavior.
- ____ 17. Parents routinely work in classrooms with children on learning activities.
- ____ 18. Parents in the school community are advocates for children's rights.
- ____ 19. Parents are notified promptly about their children's problems in the language in which they feel most comfortable.
- ____ 20. The school staff is aware of and addresses cultural and language barriers.

ACTION PLAN FOR IMPROVING PARENT INVOLVEMENT

Objective: _____

| Activities/Strategies: | School Site Person Responsible | Start Date | End Date |
|-------------------------------|---------------------------------------|-------------------|-----------------|
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SCHOOL ADVISORY COUNCIL TRAINING



MODULE 3

SCHOOL ADVISORY COUNCIL WAY OF WORK



OVERVIEW

MODULE 3 SAC WAY OF WORK

Objectives:

1. Recognize the value of diverse working and thinking styles of the group
2. Explore effective strategies of operating a successful SAC

| Objective | Minutes | Content | Presentation Strategies |
|-----------|---------|--|--|
| | 5 | 1. Objectives | Present |
| 1 | 15 | 2. Here's What I Think! What Do You Think? | Small Groups |
| 1 & 2 | 10 | 3. Diversity & Teaming | Lecturette |
| 1 & 2 | 20 | 4. Bridge Building Activity | Small Groups |
| 1 & 2 | 10 | 5. Team Development | Lecturette Small Group Activity |
| 2 | 30 | 6. Decision Making 5 types | Small Groups – Presentation, commercial or skit |
| 2 | 30 | 7. Principles of SAC Operations (Jack Gant Principles) | Small Groups – Model activity with front table, facilitator at each table |
| 2 | 30 | 8. Agenda Building & Meeting Management | Present Trainer Role Play |
| 2 | 30 | 9. Problem Solving, Force Field Analysis - Topical problem solving (issue based) and interpersonal problem solving | Present Activity |
| 1 | 5 | 10. Personal Story from Trainer – to leave on a high note (e.g. inspirational quote, story about a child who was assisted through a team effort, or your personal story) | Present |
| | 2 | 11. Closing | Present |

**Trainer Agenda
MODULE 3
SAC WAY OF WORK**

Objectives:

1. Recognize the value of diverse working and thinking styles of the group
2. Explore effective strategies of operating a successful SAC

| Time | Who | Trainer Activities/Content | Participant Activities | Handouts/ Media |
|-------------|------------|--|---|---|
| 5 min. | | <p>1. Module Objectives Go over objectives for Module 3, Transparency 1, Handout 1.</p> | Listen | <i>Chart, Transparency 1, Handout 1</i> |
| 15 min. | | <p>2. Here's What I Think! What Do You Think? In teams of no more than 5, randomly select a card and instruct the first person in each small group to finish the idea. Other members of each group follow suit and comment. Continue through each of the cards. Conduct a large group discussion on the following questions:</p> <p>a) Did everyone in your small group interpret the starter statements in the same way? b) What varied perceptions took place within your small group?</p> <p>This activity should lead into a discussion of diversity by showing how each individual brings a valuable different perspective, style and set of experiences to the group.</p> | <p>Complete starter statements</p> <p>Discuss</p> | <p><i>Set of 3x5 cards with one of the following phrases written on each card: 1. My vision for family involvement at my school is . . . , 2. To me the major benefit of the accountability movement is . . . , 3. A SAC needs to work as a team because . . .(See Trainer Resource Kit.)</i></p> |

| | | | |
|---------|---|--|---|
| 10 min. | <p>3. Diversity & Teaming School Improvement and Accountability is the first legislation that speaks to the value of teaming with the broader school community. Present the key points highlighted on Transparencies 2,3, & 4, Handout 2.</p> <p>Ask participants to complete the Personal Skills Checklist and Listening Skills Checklist to rate themselves on how they work as a team member, Handouts 3 & 4. Ask how they scored. Discuss.</p> <p>Present information on teaming and effective listening skills, Transparencies 5-9, Handouts 5-7.</p> | Listen | <i>Transparencies 2,3 & 4, Handout 2</i> |
| 20 min. | <p>4. Bridge Building Activity Say, “Now we’ll have a chance to experience working as a team. With your small group, you will build a bridge. The bridge must be 2 feet long and strong enough to support the packet of handouts for the day.” Give the following directions:</p> <p>The group has 5 minutes to plan and 10 minutes to build. Group members can not touch the materials during the planning phase. The bridge must stand free of any outside support. Tell them to begin.</p> <p>Debriefing: Ask, “What new things were discovered about team members?” “Who led the planning?” “Team strengths during the planning, building?” “During the building phase, did any unforeseen circumstances/glitches occur?” “What did the team do?” “How did it feel?”</p> | Complete checklists Discuss Listen Small group activity | <i>Handouts 3 & 4</i> <i>Transparencies 5-9, Handouts 5-7</i> <i>For each team: 1 large bag of orange candy slices, 1 small bag of spice drop candies and 1 box of 250 toothpicks</i> |
| 10 min. | <p>5. Team Development Groups of people go through a pattern of change and growth as they work in teams. How this growth or change occurs depends on many things:</p> <ul style="list-style-type: none"> • The goal of the group • The characteristics of the members | Listen | |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> • The style of the leader • The past history of the group together (parent/professional past history – how parents or professionals were previously treated by other professionals or parents will affect how the two relate now). <p>Whatever the factors, groups go through some predictable stages. If you understand what is happening, why it is happening, and how it is happening, you can learn to effectively manage your own behavior and facilitate growth and development of the team. Groups follow predictable developmental patterns; however, team development is a fluid process. Teams will move in and out of the developmental phases according to changes in membership or issues.</p> <p><i>Present four phases and characteristics of team development: Forming, Storming, Norming, Performing. (Transparencies 10 & 11, Handouts 8 & 9)</i></p> <p><u>Phase 1 – Forming (Grouping)</u> Members of teams are polite but guarded in this phase. Trust has not yet developed, so team members will be reluctant to express what they really feel or think. Some participants may be intimidated by the positions of others in the group. In this stage, the group focuses more on tasks than on teamwork. Goals, procedures and norms are not quite clear. Each individual is attempting to define his or her role, status and contribution to the group. The group is usually dependent on a leader to provide direction. The team may appear to be effective, but this appearance comes from the history and attitudes that each participant brings to the new team.</p> <p><u>Phase 2 – Storming (rebellion and challenge) (Grouping)</u> Once group members begin to feel comfortable with their roles, they seek to become more independent and exert more influence and control. This is a time of rebellion and competition for influence.</p> | | <p><i>Transparencies 10 & 11, Handouts 8 & 9</i></p> |
|--|---|--|--|

| | | | |
|--|---|--|-------------------------|
| | <p>Dynamics are more subtle:</p> <ul style="list-style-type: none"> • Members of the group try to block one another's initiatives. • Disagreements arise over procedures. • Members of the group often complain to one another and try to assert freedom from control. <p>Some teams get stuck here and never develop true teamwork. Teams must work through any control issues in order to continue development and effectiveness. Teams appear to make progress, but there is a fundamental weakness.</p> <p><u>Phase 3 – Norming</u> (what is acceptable for the group) (Growing) At this stage, the group begins to work together effectively. Group members develop a liking and appreciation for one another's talents and abilities. They begin to assume more individual responsibility for the success of the team. There is more support, energy, trust and openness within the group, which allows group members to feel involved. In this phase, the team is dealing with conflicts, learning to confront issues instead of people, and giving constructive feedback. This is a period of getting organized.</p> <p><u>Phase 4 – Performing</u> (getting down to work) At this stage, the team is now operating independently. Team members are motivated by achievement and self- accomplishments. Team members have built rapport. The individual skills of team members have been identified as important to the work of the team. Direct leadership is not critical as the team members focus on decision making and problem solving. By now, team members have a sense of closeness and are also open to others outside the team.</p> <p><i>Ask the participants to think of a group to which they belong. Using Handout 9, have them identify in which of the four developmental phases this group is currently operating and why they believe the group is in that phase. Have them turn to their neighbor to share their thoughts.</i></p> | | <p><i>Handout 9</i></p> |
|--|---|--|-------------------------|

| | | | |
|---------|---|---|---|
| 30 min. | <p>Briefly share communication stoppers and encouragers, Handouts 10 & 11, and how attitudes and behaviors of individuals contribute to or detract from team effectiveness.</p> <p>Share the Team Effectiveness Critique (Handout 12) which can help assess where they are as an effective school advisory council.</p> <p>6. Decision-Making Give each table a sheet with a description of a different method for making decisions, Handouts 13-17, Transparency 12. Ask each group to plan and present their method to the rest of the group through a presentation, commercial or skit.</p> <p>Discuss Consensus Levels and Ground Rules, Handouts 18 & 19.</p> | <p>Small groups plan and present - presentation, commercial or skit</p> | <p><i>Handouts 10 & 11</i></p> <p><i>Handout 12</i></p> <p><i>Handouts 13-17</i> <i>Transparency 12</i></p> |
| 30 min. | <p>Briefly do the Decision-Making Exercise together, Handout 20, Transparency 13.</p> <p>7. Principles of SAC Operations Ask participants to take out their copies of the “Principles for Effective School Advisory Council Operation,” Handout 21. Ask each table facilitator (briefed ahead of time) to guide the group through a discussion about each principle. Groups should decide whether they agree, disagree, or need further discussion on each principle. Discuss items as time permits. Model the procedure with a table in front. Trainer should use Transparencies 14-16 to move groups along, allowing 3-4 minutes per item. When they have been through all 10 principles, stress the importance of operating principles or by-laws for a SAC. This is only a sample list, from which they might draw to create their own principles.</p> | <p>Listen</p> <p>Give responses</p> <p>Discuss with table group</p> | <p><i>Handouts 18 & 19</i></p> <p><i>Handout 20,</i> <i>Transparency 13</i></p> <p><i>Handout 21,</i> <i>Transparencies 14-16</i></p> |
| 20 min. | <p>8. Agenda Building & Meeting Management Share options of having an agenda review committee to which items may be submitted through a box in a central location (Trainers may role play this option using props, such as an actual box with suggestions.), and a less formal method shown in the Handout 22, Transparencies 17-19, “Building a Detailed Agenda.”</p> | <p>Listen & watch</p> | <p><i>Handouts 22-24,</i> <i>Transparency 17-19,</i> <i>Role Play Set-Up</i></p> |

| | | | |
|---------|---|---|---|
| 30 min. | <p>Briefly discuss the process and the agenda format and sample, Handouts 23 & 24. Ask if anyone has another method they like. Point out that it is very helpful to have team roles at meetings, Handout 25. Discuss.</p> <p>9. Problem Solving, Force Field Analysis Mention that there are two types of problems/challenges - topical problems (issue based) and interpersonal (conflict resolution). Present a topical problem solving method, Force Field Analysis, Handout 26, Pages 1-3. Using a sample problem, go through the steps in small groups. Sample problem statement: “How can we operate more effectively as a SAC team?” (Transparency 20) Ask participants to share 1 or 2 of their “most promising strategies for problem solution.”</p> <p>Discuss the handling of interpersonal types of problems through specific leader and group behaviors, “Handling Problem Situations,” Handout 27</p> <p>Share the SAC Survival Checklist, Handout 28, and tell them this can be helpful when they want to make sure they are on track and “covering all the bases.”</p> <p><i>Now ask participants to take different color dot and place it on each of the charts/scales on the wall (as done previously) to see how much their awareness levels have changed. Draw their attention to the completed charts, and ask for comments on the results.</i></p> | <p>Discuss</p> <p>Listen</p> <p>Small group activity</p> <p>Share</p> <p>Review handout</p> <p>Listen</p> <p>Place dots on charts</p> | <p><i>Handout 25</i></p> <p><i>Transparency 20, Handout 26</i></p> <p><i>Chart Stands & Markers</i></p> <p><i>Handout 27</i></p> <p><i>Handout 28</i></p> <p><i>Charts (already on wall) and Dots (different from previous color)</i></p> |
| 5 min. | <p>10. Personal Story Share a personal story, inspirational quote, or other inspirational story, for example, a story about a child who was assisted through a team effort - to end on a high note. Stress again the importance of their participation in this training.</p> | <p>Listen</p> | |

| | | | | |
|-----------|--|---|--------|--|
| 2 min. | | 11. Closing Summarize the activities of the module. Ask for feedback. | Listen | |
|-----------|--|---|--------|--|

SCHOOL ADVISORY COUNCIL TRAINING

MODULE 3

SCHOOL ADVISORY COUNCIL WAY OF WORK

Objectives:

1. Recognize the value of diverse working and thinking styles of the group.
2. Explore effective strategies of operating a successful SAC.

DIVERSITY AND TEAMING

“No person’s way of life is so rich that it can’t be further enriched by other points of view.”

“Diversity can be valued for the ‘Other View’ of the world it brings and alternative ways to solve problems.”

“The essence of synergy is to value differences – to respect them, to build on strengths, to compensate for weaknesses.”

Stephen R. Covey

PERSONAL SKILLS CHECKLIST

Working as part of a team is different than doing a job by yourself. It requires specific skills, many of which you may already have. Take a minute to ask yourself how ready you are to be part of a team.

| For example, how often do you . . . | Rarely | Sometimes | Often |
|---|---------------|------------------|--------------|
| Take responsibility for the success of the team | | | |
| Follow through on commitments | | | |
| Contribute to discussions | | | |
| Actively listen to others | | | |
| Get your message across clearly | | | |
| Give useful feedback | | | |
| Accept feedback easily | | | |

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LISTENING SKILLS CHECKLIST

You may think you are listening to your teammates, but are you really? Use the following lists to identify areas you may need to work on.

| Signs you ARE listening effectively | Rarely | Sometimes | Often |
|---|---------------|------------------|--------------|
| I restate what I think I heard other people say as a way to check for understanding | | | |
| I give my undivided attention to the speaker | | | |
| I listen with an open mind | | | |
| I ask people to slow down if they are speaking too fast | | | |
| I ask people to explain words or terms that I don't understand | | | |

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This Checklist can serve as a quick reminder of signs that you are NOT listening to your teammates.

| Signs you are NOT listening | Rarely | Sometimes | Often |
|---|---------------|------------------|--------------|
| I think about what to say next instead of listening | | | |
| I bring up ideas already suggested | | | |
| I ask questions that have already been answered | | | |
| I lose track of a discussion or decisions the team made | | | |
| I'm sure I know what people are going to say before they say it | | | |
| I interrupt other speakers | | | |

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SHARED RESPONSIBILITY

- I/We help plan how to get the work done.
- I/We support teammates when they need help.
- I/We do the tasks agreed to, or ask for help if needed.
- I/We actively participate in working out differences on the team.
- I/We continue to bring support and ideas to the team even when things are not working as desired.
- I/We regularly recognize teammates' contributions and accomplishments.
- I/We give teammates feedback in a respectful way about what they do that doesn't work.
- I/We make requests about what is needed from the team in a straightforward way.
- I/We try to understand what teammates really mean.
- I/We acknowledge the things about the team that are working as well as those that are not.

CHALLENGES OF TEAMWORK

- Some people on the team don't pull their weight.
- The goal or purpose of the team is unclear or has no meaning.
- Team members blame each other when things go wrong.
- Team members don't bring their problems or concerns out in the open.
- Some team members don't fully contribute to the team.
- Team members are unable to constructively discuss differing views and opinions.
- Team members don't have confidence in each other.
- Team members are unfocused and waste time.
- Team members don't have a clear plan for achieving their goals.
- Team members don't recognize or utilize individual talents.
- Team is not able to maintain energy level over time.
- Personal goals supersede team goals.
- Other

EFFECTIVE LISTENING SKILLS

Stop talking

You cannot listen if you are talking.

Remove distractions

Close the door, hold call, put down your marker. Don't doodle, tap, or shuffle papers.

Maintain eye contact

Look and act interested. Maintain good eye contact and appropriate body language. Listen to understand rather than to reply.

Paraphrase what the speaker says

Rephrasing what is communicated to you shows that you understand or can help clarify when you don't.

Empathize

Put yourself in the other person's shoes and validate his/her feelings.

Stay objective

An angry person gets the wrong meaning from words.

Refrain from advice or criticism

Putting people on the defensive may cause them to "clam up" or become angry. Don't argue; even if you win, you lose.

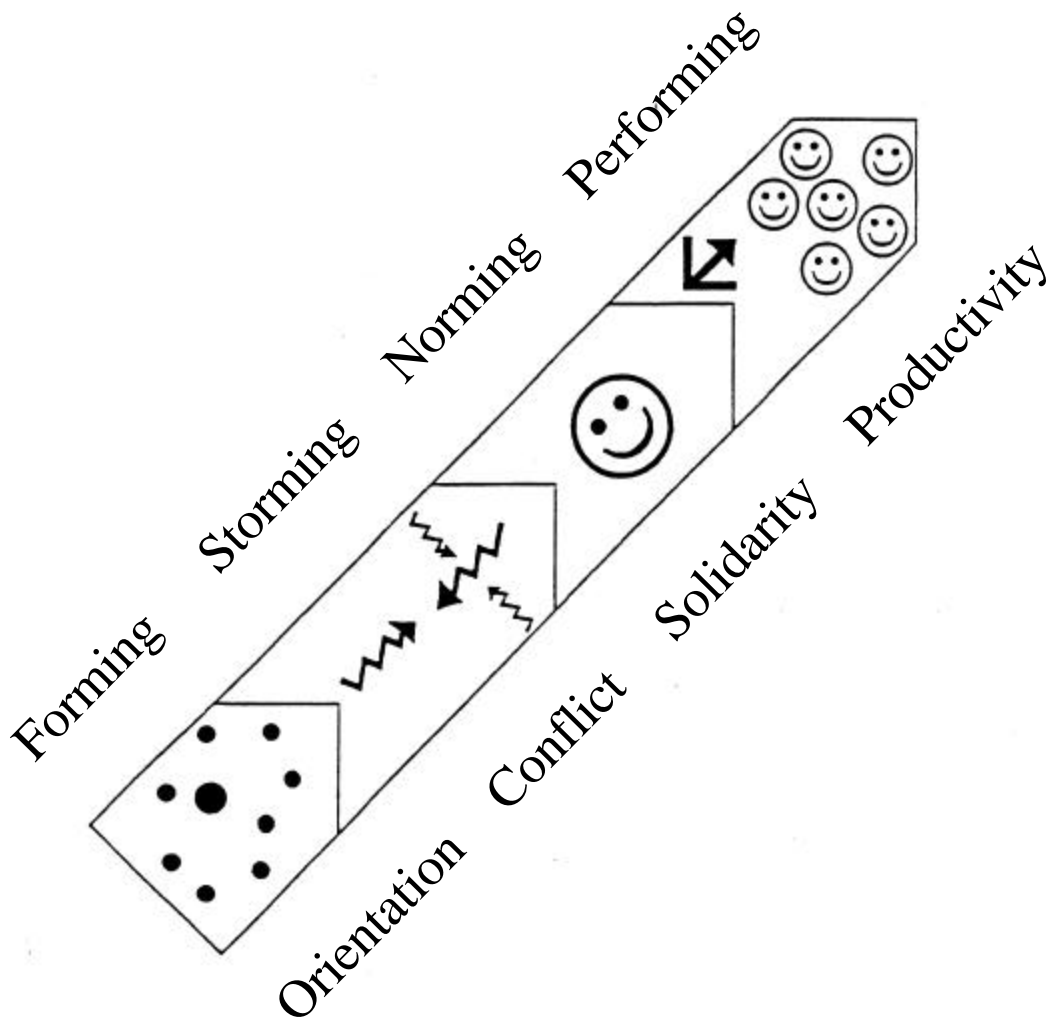
Ask questions

Questions encourage others and show that you are listening and understanding. Seek information with open-ended questions. Questions also help to further develop ideas.

Stop talking

This point is repeated because all of the others depend on it.

Stages of Team Development



Planning For Success: An IEP Journey to Understanding

COMMUNICATION STOPPERS

| | |
|------------------------------|---|
| Judging/Criticizing | "That's not an appropriate goal for this school." |
| Attacking Personality | "He didn't come to school ready to learn." "He should have learned manners at home." |
| Acting Superior | "I've been a teacher for 10 years and I know what's best!" |
| Manipulating | "Great idea, but it won't work." |
| Gatekeeping | "That's a good idea, but let's go back to what I was saying." |
| Avoiding | "Oh, how boring!" |

COMMUNICATION ENCOURAGERS

| | |
|---------------------------------|---|
| Establishing | "Let's get back to Sharon's action plan." |
| Questioning | "What are your goals for your son?" |
| Encouraging Responses | "That's a great suggestion for a goal!" |
| Creating Openness | "Let's hear from everyone. What do you think about this idea, Jim?" |
| Synthesizing/Summarizing | "If we take Mrs. Richard's concern about her child's attitude and Mrs. James' suggestion about peer tutoring, we might be able to create a solution." |
| Attending | "I've made some notes, and I'd like to ask a question." |

THE TEAM EFFECTIVENESS CRITIQUE

By Mark Alexander

Instructions: Indicate on the scales that follow your assessment of your team and the way it functions by circling the number on each scale that you feel is most descriptive of your team.

1. *Goals and Objectives*

There is a lack of commonly understood goals and objectives.

Team members understand and agree on goals and objectives.

1 2 3 4 5 6 7

2. *Utilization of Resources*

All member resources are not recognized and/or utilized.

Member resources are fully recognized and utilized.

1 2 3 4 5 6 7

3. *Trust and Conflict*

There is little trust among members, and conflict is evident.

There is a high degree of trust among members, and conflict is dealt with openly and worked through.

1 2 3 4 5 6 7

4. *Leadership*

One person dominates, and leadership roles are not carried out or shared.

There is full participation in leadership; leadership roles are shared by members.

1 2 3 4 5 6 7

5. *Control and Procedures*

There is little control, and there is a lack of procedures to guide team functioning.

There are effective procedures to guide team functioning; team members support these procedures and regulate themselves.

1 2 3 4 5 6 7

6. Interpersonal Communications

Communications between members are closed and guarded.

Communications between members are open and participative.

1 2 3 4 5 6 7

7. Problems Solving/Decision Making

The team has no agreed-on approaches to problem solving and decision making.

The team has well-established and agreed-on approaches to problem solving and decision making.

1 2 3 4 5 6 7

8. Experimentation/Creativity

The team is rigid and does not experiment with how things are done.

The team experiments with different ways of doing things and is creative in its approach.

1 2 3 4 5 6 7

9. Evaluation

The group never evaluates its functioning or process.

The group often evaluates its functioning and process.

1 2 3 4 5 6 7

10. Roles and Responsibilities

The roles and responsibility of team members often overlap or are unclear.

The team members have a good sense of their own roles and responsibilities.

1 2 3 4 5 6 7

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DECIDE AND ANNOUNCE

Definition: The leader makes the decision with very little input or no input, and announces the decision to others who will carry it out.

The leader:

- clearly announces the decision
- explains reasons for choosing this decision making method

Advantages:

- takes less time than other methods
- leader is in immediate control of the decision

Disadvantages:

- decision may not be supported by those who must carry it out

Examples:

- "All compensatory work time will be eliminated. Work must be completed during normal work hours."
- "I'm rotating school administrators and staff this summer. I'll let you know who'll be changing schools as soon as I've given more thought to where each person fits best."

GATHER INPUT FROM INDIVIDUALS AND DECIDE

Definition: The leader asks others for suggestions, information, and input, then makes the decision.

The leader:

- explains the decision making process
- gives reasons for choosing this process

Advantages:

- leader is in control of the decision
- leader makes a more informed decision than with decide and announce
- chances of support are better than with decide and announce
decision is more likely to be carried out quickly, with higher quality results
- takes less time than a meeting of all players

Disadvantages:

- decision may be undermined if it does not go along with input
- colleagues cannot see areas of agreement and build on each other's ideas

Examples:

- "I'd like to hear your thoughts about who should teach this course. I'll consider your input as I make the decision."
- "I'm planning to rotate school principals. I'd like your thoughts on who should be moved to which school. I'll take your input into account in making my decision."

GATHER INPUT FROM TEAM AND DECIDE

Definition: The leader asks the team for suggestions, information and input in a meeting. Team members have an opportunity to analyze information and build on each other's ideas.

The leader:

- explains the decision making process
- shares reasons for choosing this method

Advantages:

- the leader is in control of the decision
- increased chance of support and commitment from the team
- the decision is more informed
- greater chance of reaching a high quality decision

Disadvantages:

- decision may be undermined if it does not go along with input, and the team may be less likely to provide input next time takes time
- conflicts may surface

Examples:

- "I'd like to hear your input on how we'll utilize the next inservice day. I'll consider your input as I make the decisions."
- "I'm planning to rotate the classroom aides and volunteers. I'd like your thoughts on who should move to which classroom. I'll take your input into consideration in making the decision."

CONSENSUS

Definition: A consensus decision is one that each member can live with and actively support. The leader and all members of the team provide input, then make a mutual decision which all agree to support.

The leader:

- provides criteria for time
- clearly states the fallback decision making option in case the team can't agree within the specified time period

Advantages:

- an informed decision is made
- decision has everyone's understanding and support
- there is the potential for stronger commitment from most of the team
- there is little or no undermining of the decision

Disadvantages:

- takes more time
- leader seems less in control of outcome
- conflicts may surface

Example:

- "Two elementary schools in our feeder pattern have gone to year-round-school. I'd like us to discuss the issue and decide how we'll react to the possibility of our school going year-round. I want it to be a decision we can all support -- including myself. If we can't agree, the decision will be to stay as we are next year."

DELEGATE DECISION WITH CONSTRAINTS

Definition: The leader points out a situation requiring a decision, states any constraints (budget, resources, deadlines, etc.) and delegates the decision to others. The leader does not alter the decision as long as it adheres to the constraints.

The leader:

- states constraints clearly
- builds in checkpoints
- is available to answer questions

Advantages:

- leader is free to deal with big picture issues
- high likelihood of full support
- decision is implemented quickly, with quality and support
- little or no undermining of decision

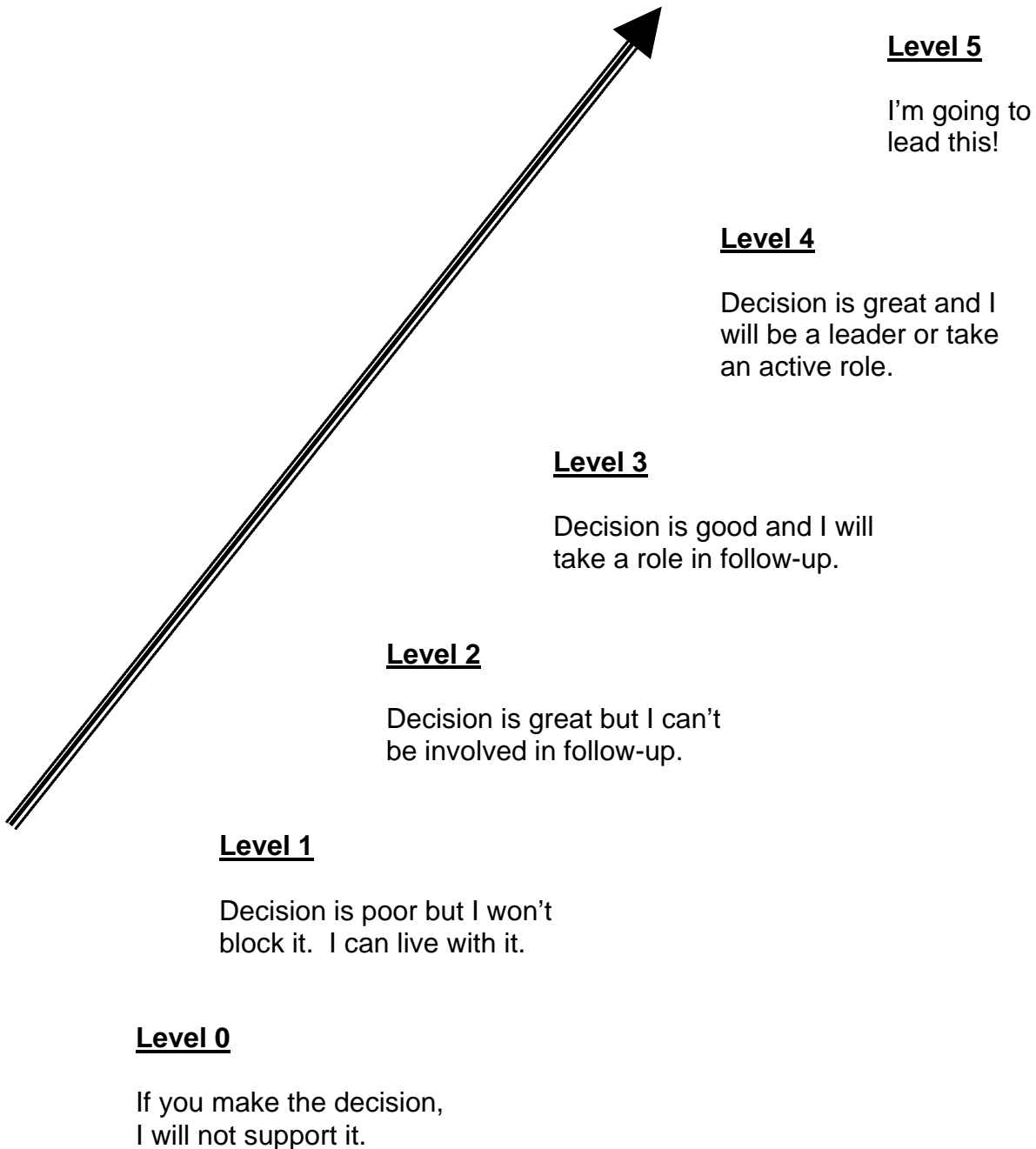
Disadvantages:

- takes time to get a decision
- conflicts may surface

Example:

- "Many of our students are leaving us to attend the charter school down the street. I'd like the group to discuss this issue and come up with a consensus decision among yourselves about how we should react. I'll be available for questions. I'd like this decision to be made in two weeks and would like you to check in with me on your progress at the end of this week. If you can't agree as a group, our fallback will be me working with the group to come up with a consensus decision."

Consensus Levels



GROUND RULES FOR REACHING CONSENSUS

1. Avoid arguing for your own individual judgments. What is "right" is the best collective judgment of the group as a whole.
2. Avoid changing your mind simply to reach agreement and avoid conflict. Support only those items with which you are able to agree somewhat if not fully.
3. Avoid decision-reaching techniques where part of the group will be "losers" -- such as majority voting.
4. View differences of opinion as helpful rather than a hindrance in decision making.
5. Use the skill of paraphrasing to help you clarify the meaning of statements made by others; particularly when the statement is in opposition to your own opinion.
6. Silence is often construed as agreement. Share your point of view quickly so that the group's time can be used as efficiently as possible. Problems are best solved when group members accept responsibility for both hearing and being heard so that everyone is included in what is being decided.

DECISION-MAKING EXERCISE

The members of a group should select a method of making decisions that is appropriate to 1) the amount of time available, 2) the past history of the group, 3) the kind of task being worked on, 4) the kind of climate the group wants to establish, and 5) the opportunity of implementing the decision being made. Indicate your choice of method for the seven listed functions.

Choose from among the following decision-making methods:

1. Decide and announce
2. Gather input from individuals and decide
3. Gather input from team and decide
4. Consensus
5. Delegate decision with constraints

| | Your Choice |
|--|-------------|
| 1. Building agendas of SAC meetings | _____ |
| 2. Making staffing decisions | _____ |
| 3. Assigning committee work | _____ |
| 4. Selecting problems(s) to address | _____ |
| 5. Making budgetary and financial decisions | _____ |
| 6. Setting goals/objectives for school improvement | _____ |
| 7. Evaluation of school improvement plan | _____ |

PRINCIPLES FOR EFFECTIVE SCHOOL ADVISORY COUNCIL OPERATION

By: Jack Gant, Ed. D.
Principles of School Advisory Council Operation, 1992.

The following basic principles and procedures are recommended to schools in the process of developing a school advisory council or shared decision making model:

1. All members of the school should be provided the opportunity for input and the potential for influence of decisions which affect the school and the school's operation.

1.1 Don't replace a 3 member elite group with a 12 member elite group.

1.2 Resist focusing upon the resisters.

Agree_____

Disagree_____

Discussion_____

2. For increased efficiency and effectiveness, a group larger than the administration and smaller than the entire faculty and staff should serve as the policy/planning group.

2.1 To avoid encroaching on the instructional process, the group should not exceed 10 or 12 members.

2.2 Names used include cadre, school improvement team, school advisory council, policy/planning committee, and so forth.

2.3 Functions and relationships of structures must be clarified.

2.3 All voices heard in the school community need to feel represented in the group.

Agree_____

Disagree_____

Discussion_____

3. The process assists teachers and others lower on the organization chart to empower themselves and thereby increase the power of those higher on the organization chart.

3.1 "Who's in Charge?" should be carefully discussed.

3.2 Roles and overlap of competing and conflicting groups must be attended to.

Agree_____ Disagree_____ Discussion_____

4. Representatives of the policy group are selected by the members of the structure from which they come (e.g. Grade group). **The Representatives represent the school – NOT the group from which they were selected.**

4.1 The model is a team model not a political model.

4.2 Groups (e.g. Grade groups or Departmental group) cannot instruct members how to vote.

4.3 Members vote for the good of the school as a whole NOT any single part.

Agree_____ Disagree_____ Discussion_____

5. The operation of the policy/planning group should be open and all stakeholders should be given an opportunity to express their views.

5.1 Elections should be open.

5.2 Candidates should openly express why they wish to serve.

5.3 Members should see proposals before decisions are made on the proposals.

5.4 Minutes should be distributed promptly – ahead of the rumor mill.

Agree_____ Disagree_____ Discussion_____

6. Issues to be considered by the policy/planning group meet the criteria of SCHOOL-WIDE POLICY, PROCEDURES, GOALS OR EVALUATION.

6.1 Non school-wide issues should be considered by another structure.

6.2 Deal with significant issues which make a difference.

Agree_____

Disagree_____

Discussion_____

7. Procedures and mechanisms should encourage openness, input, involvement, and ownership by members.

7.1 Each member can submit items for the agenda.

7.2 An agenda request form should facilitate requests.

7.3 Small subcommittee screens agenda request by use of criteria in #6 for appropriateness.

7.4 Items are returned which do not meet criteria and members are assisted in getting the items resolved.

7.5 Agendas are made public before the meeting.

7.5 Agenda includes "New Items," "Reports," "Items for Decision," and "Items Pending."

7.6 The developed "Way of Work" includes the Agenda Building Process, Meeting Management, Decision-Making Agreements, a Problem Solving Process, and Implementation Agreements.

Agree_____

Disagree_____

Discussion_____

8. Work is done before the meetings and discussions and decisions during the meetings.

8.1 Each new agenda item is defined and assigned to a subcommittee for research and study.

8.2 Subcommittee membership is made public.

- 8.3 A policy development sequence is followed:
- problem definition
 - alternative generation
 - decision
 - implementation plan
 - data collection
 - consequence generation
 - evaluation plan

8.4 Proposals for decisions are made public early.

Agree_____ Disagree_____ Discussion_____

9. A clear decision structure reflects the purpose of the shared decision model

9.1 Decisions should be as near consensus as possible (consensus meaning a public support by nearly all of the members and a clear hearing for the minority views so that the minority view may be considered in the implementation plan.)

9.2 Administration should actively participate in all phases of the policy development process.

9.3 If a decision is to be binding on administration it should be made clear from the beginning.

9.4 Once a decision is made members are obligated to work toward its effective implementation.

9.5 All members should be trained for their new roles (Chair, Parents, Business and Community Representatives, Recorder, Steward. Administrators, Central Office, Technical Assistance.)

Agree_____ Disagree_____ Discussion_____

10. Success should be celebrated.

Agree_____ Disagree_____ Discussion_____

Reproduced with permission from School Restructuring: A Practitioner's Guide (1991) by John Hansen and Elaine Liftin, Waterson Publishing Company, Inc.

BEFORE THE MEETING

- Get input from SAC team members, principals and SAC Chair.
- Identify and sequence topics.
- Determine how to address each topic.
- Allocate approximate time for each topic.
- Identify who will facilitate/speak.
- Predict potential pitfalls.
- Gather supplies and organize material (i.e., chart paper, markers, tape, room set up, food arrangements, handouts).
- Notify members.

IN THE MEETING

- Get group's agreement to agenda.
- Use time limits to help keep meeting on track.
- Alter the agenda as needed with group's agreement.

AFTER THE MEETING

- Use the agenda to help evaluate the meeting (How did things go?).
- Number the charts and use the agenda to help compile the group memory.
- Use the agenda to help plan the next meeting (i.e., unfinished or bin items).

RECRUITMENT MEETING

AGENDA

Topic – School Advisory Council (SAC) membership recruitment.

Desired Outcome – A list of ways to recruit SAC members from all stakeholder groups, and especially parents and community members.

| WHAT | HOW | WHO | TIME |
|----------------------------------|--|-----------------------------|-------------|
| Roles, Ground Rules, BIN, Agenda | Present, Q & A, Agree | Facilitator, Recorder, Team | 2" |
| Ways to Recruit SAC Members | Brainstorm, Clarify, Agree all are out | Facilitator, Recorder, Team | 5" |
| Close | Next Steps, Evaluate the Meeting | Facilitator, Recorder, Team | 3" |

Evaluation of the meeting:

1. Did we achieve our desired outcome?
2. What worked well?
3. What would we want to improve?

AGENDA

Topics:

Desired Outcomes:

| WHAT | HOW | WHO | TIME |
|------|-----|-----|------|
| | | | |

Evaluation of the meeting:

1. Did we achieve our desired outcome?
2. What worked well?
3. What would we want to improve?

TEAM ROLES

Facilitator

- Prepares for the meeting: agenda, logistics
- Creates a safe environment for team
- Pays attention to process
- Uses time limits, ground rules, the bin, and other tools to help the group stay focused and on task
- Contributes own ideas without domination
- Points out agreements, works to build consensus

Recorder

- Arranges room to help team see group memory
- Captures key ideas onto chart paper
- Asks facilitator to slow group when needed
- Organizes the group memory at the end of the meeting
- Transfers into "minutes" or works with designated person to clarify terms

Team Member

- Helps with prework, contributes to agenda
- Contributes ideas in the meeting
- Listens openly to others' ideas
- States concerns openly and objectively
- Shares in decision making as appropriate
- Carries out action steps
- Assists facilitator in making process suggestions
- Assists recorder as needed

ANALYZE THE PROBLEM SITUATION

Key Ideas:

Analysis of problems involves identification of the contributing factors. A common error that is made by groups is the inclination to leap to solutions once the problem has been defined. There are several reasons for this. Time is a limited resource; there may not be time to spend on lengthy problem solving processes. Also, teachers perceive themselves to be problem solvers; professional training has prepared them to believe they have a lot of the answers. Premature movement to solutions can lead groups down the wrong path, ultimately wasting more precious time without solving the problem. Setting priorities among the problems that exist may be necessary to maximize the return on the time investment.

Sometimes problems persist over time because of the interaction of a complex set of forces, often in opposing directions. From the theoretical work and applied research of the psychologist Kurt Lewin (1948, 1951), the concept of Force Field Analysis (FFA) evolved to address this interaction of forces. The strategy is predicated on the assumption that desired changes and problem solving can only be brought about by an alteration of existing forces. The work of Snyder and Anderson (1986) expanded the concept of FFA as a group tool and is, the model of FFA presented here. (See also Baker and Paris, 1975.)

FFA is especially valuable for looking at all the factors acting on a problem. It can be used, to synthesize the results of analysis and give general direction for finding promising solutions.

Strategy: Force Field Analysis:

1. Define the problem.

2. Set up force field structure.
3. Generate facilitating, restraining forces.
4. Rank order forces. Select the top three most influential facilitating and restraining forces.
5. Identify ways in which the balance of forces could be shifted to facilitate problem solution.
 Consider: adding a force, eliminating a force, strengthening a force, or weakening a force.

6. Decide upon most promising strategies for problem solution.
7. Develop action plans for solution implementation.

DIRECTIONS FOR FORCE FIELD ANALYSIS

1. Define the problem.
2. Set up force field structure.

Problem:

| Facilitating Forces (+) | Restraining Forces (-) |
|-----------------------------------|----------------------------------|
| | |

3. Generate facilitating, restraining forces.
4. Rank order forces. Select the top three most influential facilitating and restraining forces.
5. Identify ways in which the balance of forces could be shifted to facilitate problem solution. Consider: adding a force, eliminating a force, strengthening a force, or weakening a force.
6. Decide upon most promising strategies for problem solution.

Example:

The faculty at Quasar Elementary School traditionally has an end-of-the-year party to celebrate student achievement and school accomplishments. As the steering committee begins planning, they remember that attendance at the awards banquet last year was low. They set as a goal to increase participation at the upcoming bash. To assist them in attaining their goal, they conducted a Force Field Analysis. The results follow:

Force Field Analysis

Desired Outcome: To have at least 80 percent of the faculty and selected students participate in the end-of-the-year celebration.

Facilitating Forces (+)

Creative, energetic Steering Committee (3)

Business partners (2)

Significant student achievement gains (1)

Resort area nearby

Faculty longevity/harmony interested people

Plenty of lead time

PTA sponsorship

Restraining Forces (-)

Teachers tired (1)

Family obligations (2)

Long commute for some

Not a lot of money (3)

Different values/interests

Limited number of schedule conflicts

Force Field Analysis

Problem:

| Facilitating Forces (+) | Restraining Forces (-) |
|-------------------------|------------------------|
| | |

HANDLING PROBLEM SITUATIONS

PROBLEM

LEADER BEHAVIOR

Low Level of
Contribution

- * Ask questions to bring in participants who have said little.
- * Praise their contributions, when made.
- * Make procedural suggestions to control contribution (for example, have group members comment in turn).
- * Assign reports to be prepared in advance.
- * Call on participants by name.
- * Assign role as note taker.

Excessive
Contribution

- * Make procedural suggestion to control contribution and put meeting back on course (interrupt, if necessary).
- * Acknowledge contribution and ask for contributions of others.
- * Bring in participants who have said little.
- * Get together one-on-one (during a break or after the meeting – away from the group).

Arguing

- * Listen and respond with empathy to each person's point of view (interrupt, if necessary).
- * Maintain or enhance self-esteem of each individual by not taking sides.
- * Highlight meeting purpose.
- * Make procedural suggestion to put meeting back on course.
- * Reassign to subcommittee to resolve issues.
- * Summarize or check for understanding of progress made.
- * Invite contributions of other group members by asking direct questions.

This material is a modification of material originally developed by DDI, Inc. as part of its *Interaction Management* program. The State of Florida has purchased the right to use these materials in staff development and management training.

PROBLEM

Rambling

Laughter and Diversion

Late Arrivals

Attacks on You

LEADER BEHAVIOR

- * Acknowledge contribution and restate main focus of meeting.
- * Make procedural suggestion to put meeting back on course.
- * Invite contributions of other group members by asking direct questions.

- * Allow to continue briefly, to see if behavior will stop.
- * Make procedural suggestion to put meeting back on course.
- * Summarize, if appropriate.
- * Take a short break if interruption continues.

- * Start on time. Briefly summarize progress as appropriate.

- * Keep your cool.
- * Seek information to establish whether there is a problem.
- * Maintain other person's self-esteem.
- * Make procedural suggestion to settle matter at some specific, later time.
- * Summarize discussion prior to attack.

KEY PRINCIPLES OF MEETING LEADERSHIP

1. Maintain or enhance self-esteem.
2. Listen and respond with empathy.
3. Check for understanding.
4. Make procedural suggestions.

SCHOOL ADVISORY COUNCIL SURVIVAL CHECKLIST

Meetings: How our School Advisory Council works:

Florida's System for High-Quality Schools

_____ Have we read Florida's System for High-Quality Schools?

_____ Do we understand the expectations of educational reform on the National and State scene?

_____ Have we re-read our School Improvement Plan (SIP) -- Have we re-read our mission?

_____ Have we read the district's school board policy and expectations for our SAC?

Background Information

_____ What data or information will the SAC assess to determine the school's needs for student learning?

_____ According to the district, what specific goal and/or standards need to be included in your plan this year?

_____ What is the deadline for writing the next year's School Improvement Plan?

_____ Will the district require a report on the progress of your current SIP?

_____ What information will the SAC look at to know that progress has occurred with the goals in your School Improvement Plan?

_____ What is the model or adaptation we are using to accomplish our tasks?

SCHOOL ADVISORY COUNCIL SURVIVAL CHECKLIST

Planning Cycle

- _____ Have we established regularly scheduled meetings?
- _____ Where and what time frame will we meet?
- _____ Have we established a term of service on SAC?
- _____ Have we established a timeline?
- _____ Are we meeting the needs of our school based on a needs assessment that has been distributed to parents, business partners, community members, students, faculty and staff of school?
- _____ Are we analyzing data and information about student performance?

Team Process

- _____ What are our ground rules?
- _____ Who will facilitate meetings?
- _____ Will we create a visual memory of the meeting?
- _____ Who will create the agenda?
- _____ Who will record?

SCHOOL ADVISORY COUNCIL SURVIVAL CHECKLIST

Team Process (continued)

_____ Who will write the group memory and distribute it to the SAC members?

_____ How do we encourage active participation of all SAC members? (Do we work as a team?)

_____ What is our attendance policy?

_____ How will decisions be made?

Relationships to other Groups

_____ What other groups impact the work of SAC?

_____ With which groups does SAC need to work?

_____ How will SAC communicate with the other groups?

_____ Who are the district school improvement contacts?

_____ Do we need to work with SACs from any other schools?

SCHOOL ADVISORY COUNCIL TRAINING



MODULE 4

SCHOOL IMPROVEMENT PLANNING CYCLE AND NEEDS ASSESSMENT



OVERVIEW

MODULE 4 SCHOOL IMPROVEMENT PLANNING CYCLE & NEEDS ASSESSMENT

Objectives:

1. Define needs assessment
2. Recognize the steps of effective planning
3. Describe the needs assessment process
4. Identify sources of existing data
5. Recognize when it is important to gather additional data
6. Participate in hands-on data analysis

| Objective | Minutes | Content | Presentation Strategies |
|-------------|---------|---|---|
| | 7 | 1. Welcome Participants Back, Objectives, Ground Rules, Agenda Overview | Present |
| | 15 | 2. Opening Activity Mini focus group/ reconnect activity - What was the skill gained in the last training that has been most useful. What do you need to be an effective team member? Each group prioritize and come up with three most helpful strategies gained from the first round of training. List three things you still need to be an effective team member. | Small group activity |
| 1 & 3 | 20 | 3. The Needs Assessment Process Gathering information, charting progress, writing priority needs statements, and incorporating results into action plans. Steps in the needs assessment process | Present |
| 2 | 20 | 4. Planning Cycle and Purpose | Lecturette |
| 3 & 4 | 15 | 5. Categories of Analysis | Large group activity |
| 4 & 5 | 10 | 6. Methods of Gathering Data Hard data Stakeholder survey results Interviews Focus Groups What other methods have you used? | Lecturette Large Group Brainstorm |
| 3, 4, 5 & 6 | 30 | 7. Data Analysis Demonstration & Activity Using sample school data Present to large group. | Small Group Activity |
| | 5 | 8. Closing | Present |

Trainer Agenda
MODULE 4
SCHOOL IMPROVEMENT PLANNING CYCLE & NEEDS ASSESSMENT

Objectives:

1. Define needs assessment
2. Recognize the steps of effective planning
3. Describe the needs assessment process
4. Identify sources of existing data
5. Recognize when it is important to gather additional data
6. Participate in hands-on data analysis

| Time | Who | Trainer Activities/Content | Participant Activities | Handouts/ Media |
|-------------|------------|---|-------------------------------|--|
| 5 min. | | 1. Welcome Participants Back Ask participants to share a success story since you last met. Note: If participants have brought scenarios concerning roles of their SAC, facilitate a discussion utilizing the scenarios. | Listen & Share | |
| 2 min. | | Objectives Review Module objectives, Transparency 1, Handout 1. | Listen | <i>Transparency 1, Handout 1</i> |
| 15 min. | | 2. Opening Activity Mini focus group/ reconnect activity - What was the skill gained in the last training that has been most useful. What do you need to be an effective team member? Each group prioritize and come up with three most helpful strategies gained from the first round of training. List three things you still need to be an effective team member. | Small group activity | <i>Chart Paper & Markers</i> |
| 20 min. | | 3. The Needs Assessment Process Review Transparencies 2-6, Handout 2 & 3. Determine strengths, identify unmet needs, establish priorities and make recommendations. Discuss the Needs Assessment Process flowchart (Transparency 5). Bring out the fact that there are some preliminary steps which are important, such as to determine present status of goals, and to determine what data is needed and gather that data. | Listen | <i>Transparencies 2-6, Handout 2 & 3</i> |

| | | | |
|----------------|--|----------------|------------------------------|
| <p>20 min.</p> | <p>4. Planning Cycle & Purpose</p> <p>Say to the group: “Think about an improvement you have made in your home. Would someone share theirs? What caused you to do the improvement? What happened after you did that activity? (Encourage discussion - conversation.)</p> <p>Often our home improvements occur on the heels of a crisis or catastrophe. Water leaks are often a culprit. Once we take care of the crisis, we notice other things that need to be changed.</p> <p>How more satisfying when home improvements are done as a part a systematic plan, budgeted for, and each activity adds to fulfilling an overall vision of our total home improvement goal. Over time, our Continuous Quality School Improvement Planning can look more like this kind of home improvement rather than reacting to a crisis.</p> <p>Continuous quality improvement activities can help you find ways for the school to better serve the learning needs for success of all of the students. There are many ways to go about school improvement planning. It can be helpful to use a PDSA cycle of planning. (Share Transparency 7.) Planning what needs to happen, Doing what you planned, Studying what you’ve done, and Acting on what you’ve learned to make refinements or adjustments and to begin again with planning.</p> <p>What stage are you in?</p> <p>Unfortunately, in the past, many changes in schools came about when we planned, and didn’t follow through on our plans or we did follow through and didn’t check to see what difference we made to student success. We have done a lot of Plan-Do cycles and haven’t known what difference we make.</p> | <p>Discuss</p> | <p><i>Transparency 7</i></p> |
|----------------|--|----------------|------------------------------|

| | | | |
|----------------|--|--|--|
| <p>20 min.</p> | <p>Short term planning helps us move through the short cycles while long term planning provides us with the capacity to link the short cycles together for major change. Setting a timeline for school improvement is like building a bike while we are riding it. Your current plan will be implemented and assessed while you are determining what needs to be written into a “new” plan, which may actually be a revision, refinement, or extension of the current plan.</p> <p>Refer to Transparency 8, Handout 4, the sample School Improvement Calendar. Lead a discussion of how planning (plan, act), implementation (do, study), and SAC functioning related to the sample calendar. Identify the phases. (Be sure to point out that this is only a sample calendar, and district calendars vary considerably.)</p> <p>Just as your school plan evolves each year to better address what is necessary to support student performance, Florida’s System of School Improvement and Accountability is an example of applying ongoing continuous quality improvement cycles over time. Handout 5 (Transparency 9) “Continuous Quality Improvement” shows the evolution of the school reform initiative in Florida. Note the components we discussed in Module 1.”</p> <p>5. Categories of Analysis</p> <p>Review the categories of analysis on Handout 6, Transparency 10, such as attendance, discipline referrals, budget, etc. Some of the categories are objective, “hard,” data and some are perceptual, “soft,” data.</p> <p>Ask for volunteers to take a sign on which one of the categories is printed. Tell them to stand in one side if their category is “hard” data, and the opposite side if their category is “soft” data. When they have sorted themselves see if there is agreement within the large group as to where each category falls, and lead a discussion of hard and soft data sources.</p> | <p>Review Handout 4</p> <p>Reflect Discuss</p> <p>Large group activity</p> | <p><i>Handouts 4, Transparency 8</i></p> <p><i>Continuous Quality Improvement, Handout 5, Transparency 9</i></p> <p><i>Pre-printed signs - one for each category on Transparency10</i></p> |
|----------------|--|--|--|

| | | | |
|---------|---|---|--|
| 10 min. | <p>6. Methods of Gathering Data Cite examples: Hard data Stakeholder surveys Interviews Focus Groups What other methods have you been involved in or used? If time permits discuss the characteristics, or advantages and disadvantages, of some of these methods.</p> | | |
| 30 min. | <p>7. Data Analysis Demonstration & Activity Using school-based sample student performance data, Handout 7, Transparencies 11-13, explain how these disaggregated achievement reports are interpreted. Demonstrate what table groups are to do with their student performance data (Each group will focus on one set of data - elementary, middle or high school).</p> <p>Use Transparency 14, Handout 8, Quick and Dirty Data Search. As small groups look at the data, they will list the pluses (strengths it reveals), minuses (areas indicating needed improvement), and what's interesting about the data. As they work on this have them list questions, comments and implications that surface. Follow with some reflection time. Ask them to think about where the gaps in information lie. What additional information is needed to more fully understand the data? What are some of the questions you were led to ask? Share and discuss determinations made by the groups.</p> <p>Use Handout 9, Transparency 15 to identify gaps between current results and desired results. This will lead to a SAC decision about priority needs that will be addressed in the school improvement plan. Person with the red dot under their chair is the table facilitator. Report to large group.</p> | <p>Listen</p> <p>Small Group Activity</p> <p>Present, discuss</p> <p>Small group activity</p> <p>Report</p> | <p><i>Handout 7-9 & Transparencies 11-16</i></p> <p><i>Chart Stand & Markers</i></p> |

| | | | |
|-----------|--|--------|--|
| 5 min. | <p>Remind participants that there are other types of data that may be utilized, especially for exceptional education centers where many students may not take tests administered to other students.</p> <p>8. Summary Summarize the module activities. Thank the group for participating.</p> | Listen | |
|-----------|--|--------|--|

SCHOOL ADVISORY COUNCIL TRAINING

MODULE 4

SCHOOL IMPROVEMENT PLANNING CYCLE & NEEDS ASSESSMENT

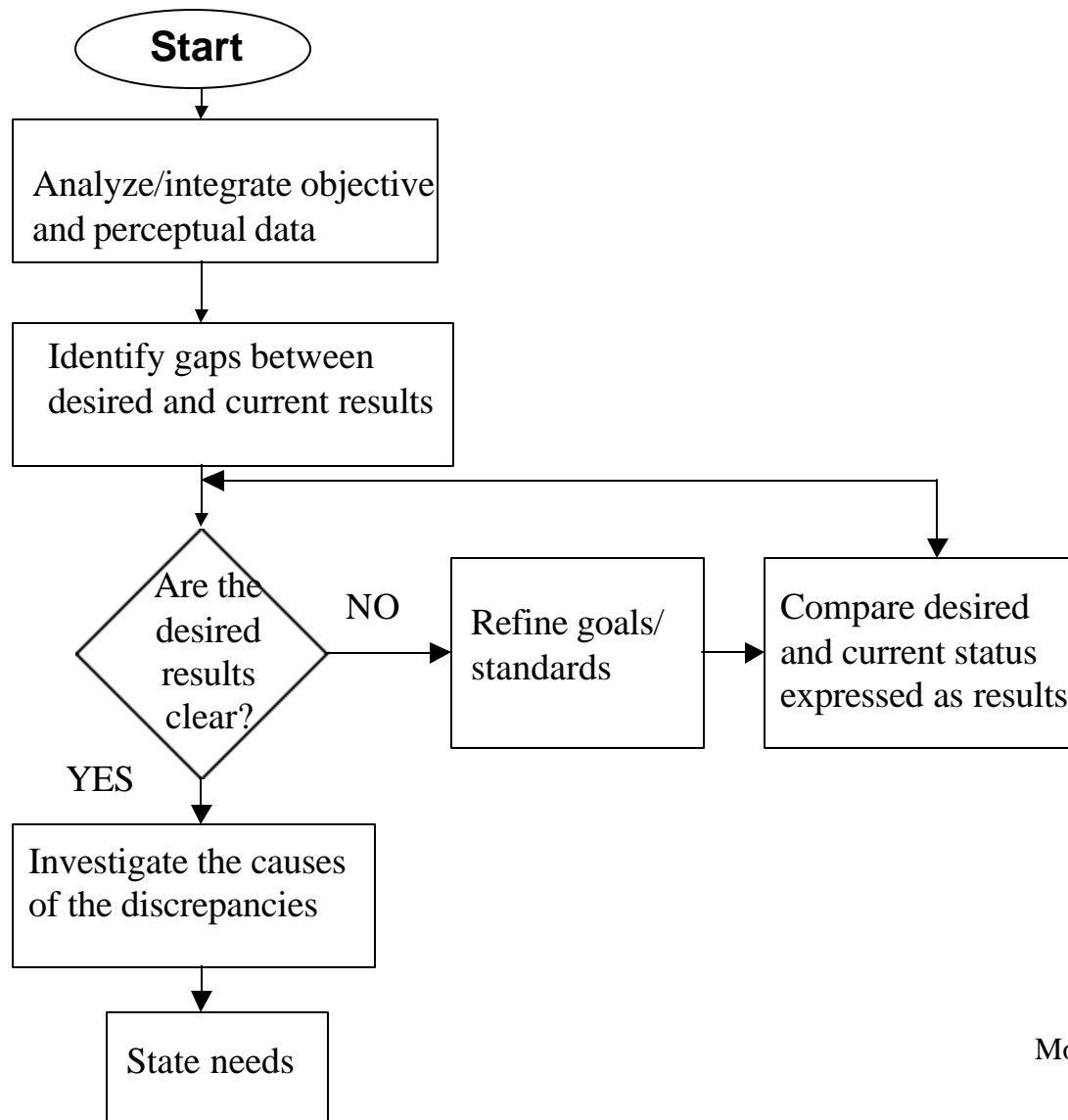
Objectives:

1. Define needs assessment.
2. Recognize the steps of effective planning.
3. Describe the needs assessment process.
4. Identify sources of existing data.
5. Recognize when it is important to gather additional data.
6. Participate in hands-on data analysis.

THE NEEDS ASSESSMENT PROCESS

1. A comprehensive needs assessment is a systematic effort to acquire an accurate and thorough picture of strengths and weaknesses of an entire school community.
2. A needs assessment is conducted:
 - to determine strengths and weaknesses of programs
 - to identify unmet program and student needs
 - to serve as a basis for establishing priorities
 - to make recommendations for the (re)allocation of educational resources.
3. A need is the gap between what is and what should be.
4. A needs assessment is defined as:
 - the formal identification of the gaps
 - the placement of the gaps in priority order, and
 - the selection of the gaps in highest priority for action and resolution

Needs Assessment Process

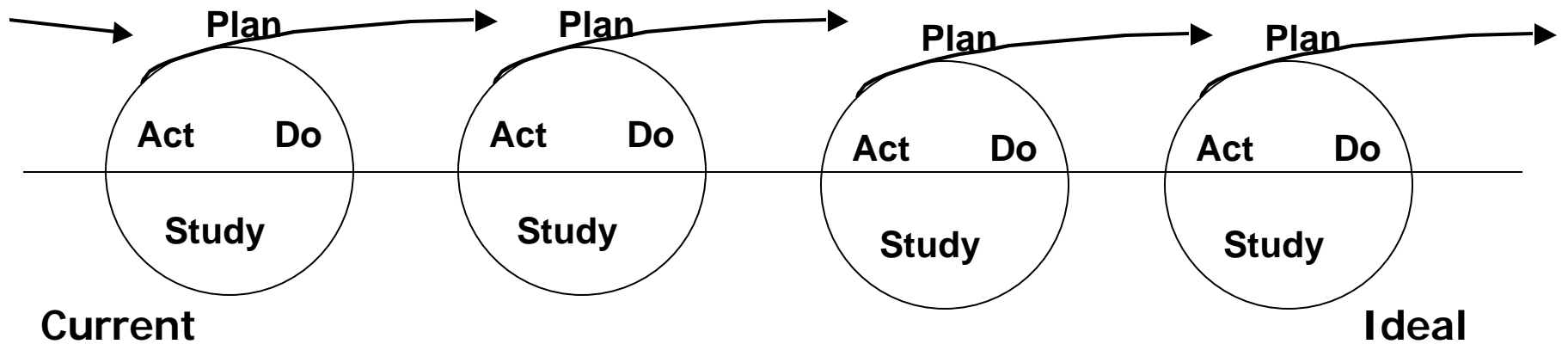


SCHOOL IMPROVEMENT CALENDAR

| | | |
|---|--|--|
| <p style="text-align: center;">AUGUST</p> <p>Reorganize continuing School Advisory Council and plan for election of new members (51% parent community)</p> <p>Implement new School Improvement Plan (SIP)</p> <p>Staff Development</p> | <p style="text-align: center;">SEPTEMBER</p> <p>Implement current SIP</p> <p>Hold election of new SAC members</p> <p>Confirm 51% of the team is parent community</p> <p>Submit names of new team members to district for staff review and School Board approval</p> <p>Provide training for new members</p> | <p style="text-align: center;">OCTOBER</p> <p>Monitor current SIP</p> <p>Receive & review SAC Report</p> <p>Review disaggregated data for needs assessment</p> <p>Prepare local supplemental data</p> <p>Schools submit Public Accountability</p> <p>Report to Print Shop</p> |
| <p style="text-align: center;">NOVEMBER</p> <p>Monitor current SIP</p> <p>Do preliminary needs assessment from SAC Report</p> <p>Schools receive reports from Print Shop</p> <p>Distribute School Public Accountability Reports to parents</p> | <p style="text-align: center;">DECEMBER</p> <p>Monitor current SIP</p> <p>Conduct climate survey</p> | <p style="text-align: center;">JANUARY</p> <p>Monitor current SIP</p> <p>Conduct mid-year review of SIP</p> |
| <p style="text-align: center;">FEBRUARY</p> <p>Staff Development</p> <p>Review climate survey results</p> <p>Continue analysis of student achievement and other data and conduct comprehensive needs assessment</p> <p>Begin developing next year's plan</p> | <p style="text-align: center;">MARCH</p> <p>Monitor current SIP</p> <p>Monitor on-going staff development</p> <p>Complete draft of next year's plan</p> <p>Secure faculty approval of SIP in formal vote</p> <p>Hold town meeting for public review of and input to SIP</p> | <p style="text-align: center;">APRIL</p> <p>Monitor current SIP</p> <p>Submit draft of next year's School Improvement Plan for district staff review</p> |
| <p style="text-align: center;">MAY</p> <p>Plan in-service training necessary for next year's SIP</p> <p>District staff review of next year's SIP and return to schools for final corrections</p> <p>Schools submit final copy of next year's SIP</p> <p>Submit Adequate Progress Reports for current SIP</p> | <p style="text-align: center;">JUNE</p> <p>Staff development</p> <p>School Board approval of new SIP</p> | <p style="text-align: center;">JULY</p> <p>Prepare for the new school year</p> |

Continuous Quality Improvement

| | | | | |
|---|---|--|--|--|
| <p>1991 Florida's System of School Improve- ment and Accountability</p> | <p>1995 Added Accountability <i>* Critically Low Schools</i> <i>* Florida Writes!</i></p> | <p>1996 Added <i>Sunshine State Standards. Curriculum Frameworks, Goal 8</i></p> | <p>1997 Added <i>Florida Comprehensive Assessment Test</i></p> | <p>1999... <i>Raising the Bar High- Quality Schools Initiative</i></p> |
|---|---|--|--|--|



KNOW YOUR SCHOOL

CATEGORIES FOR ANALYSIS

This list is meant to identify broad areas for analysis by SACS. While it is not meant to be all-inclusive, some suggestions in certain categories have been made for SAC consideration. The final decisions as to what specific data should be collected and analyzed is the responsibility of each individual SAC.

SCHOOL SPECIFIC DATA

1. Attendance, Grade and Behavioral Data
 - a. Promotion rates
 - b. Graduates by diploma type
 - c. Follow-up data
 - d. Discipline data
 - e. Dropout rates
 - f. Pupil/teacher ratios
2. Budget
3. Demographics
 - a. Ethnic groups
 - b. Free & reduced
 - c. Special needs
 - d. Parent involvement
 - e. Birth trends
 - f. Population trends
 - g. Business, commerce and industry
4. Faculty Demographics
 - a. Type of support staff available
 - b. Teacher experiences/training
 - c. Teacher attrition
5. Discipline Referrals
6. Instructional Materials
 - a. Textbooks and workbooks
 - b. Equipment -- TV, VCR, disc, maps, globes, overheads, etc.
 - c. Computers
 - d. PE, art, and music materials
7. Instructional Program(s)
 - a. Basic programs
 - b. ESE programs
 - c. Vocational programs
 - d. ESOL programs
 - e. Dropout prevention programs
 - f. Chapter I & migrant programs
8. Physical Plant
9. Recognition/Awards
10. Student and Faculty Handbook (Policies and Practices)
11. Test Scores
12. Traditions and Taboos
13. Community and District Data
14. Stakeholder Survey Results
15. Focus Group Results
16. Interview Results
17. Suggestion Box Comments

Student Achievement

% Above 50th NP in Reading/Math

This is the percent of students scoring above the 50th National Percentile in Reading Comprehension or Math Concepts/Applications on district norm-referenced tests at grade 4 or 8.

% 3 & Above on Writing

This is the percent of students scoring 3 or higher on the statewide writing assessment (Florida Writes!).

% Passing HSCT Communications/Math

In high school reports, this is the percent of 11th grade students who passed the Communications or Math sections of the High School Competency Test during the fall administration.

(Estimated Percent Tested)

This is the estimated percent of students tested in reading/communications, writing and math for elementary, middle and high schools. Exceptional Education students (except Language Impaired, Speech Impaired and Gifted) are not included in the calculation. These estimates are based on enrollment data in October for the HSCT and February for all other assessments.

School Indicators

Out of School Suspension Rate

This is the percent of students who received out-of-school suspensions.

% Absences > 20 days

Percent of students who were absent more than 20 days.

Promotion Rate

For elementary and middle schools, this is the percent of students who were promoted at the end of the school year.

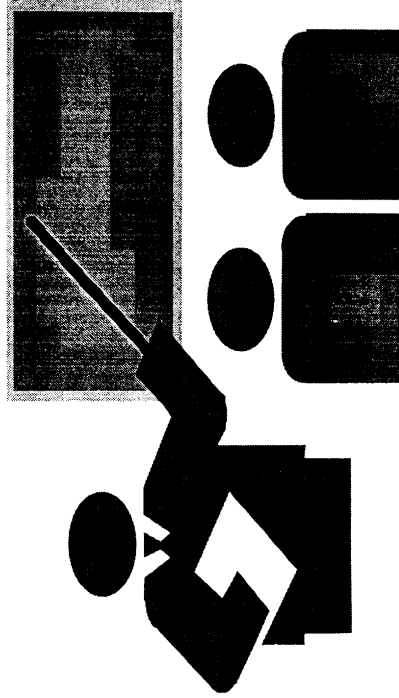
Dropout Rate

For high schools, this is the percent of students 16 years or older who were reported as dropouts at the end of the school year.

School Characteristics

Mobility Rate

Percent of students who transferred into or out of the school during the school year.



Disaggregated Achievement Report Elementary Schools

DRAFT

| SCHOOL REPORT | Number Tested (Gr 3-5) | | Subject with Minimum # Tested | | Student Achievement | | School Indicators | | School Characteristics | | | | | | | |
|---------------------------|------------------------|---|-------------------------------|-------|---------------------|-------|-------------------|-------|------------------------|-----|------|----|----|----|----|----|
| | 97 State Totals | R | 49 | (95) | 46 | (96) | 61 | (95) | 1.8 | 9.3 | 97.8 | 53 | 44 | 33 | 15 | |
| *DISTRICT TOTALS | 667 | W | 50 | (98) | 41 | (95) | 58 | (97) | 4.9 | 6.2 | 95.5 | 67 | 38 | 45 | 12 | |
| ELEMENTARY SCHOOL | 82 | W | 47 | (94) | 48 | (88) | 62 | (94) | 4.3 | 5.8 | 95.5 | 75 | 46 | 52 | 10 | |
| * Free-Reduced Lunch Elig | 49 | | 40 | | 45 | | 51 | | | | | | | | | |
| * Not Eligible F-R Lunch | 33 | | 59 | | 52 | | 79 | | | | | | | | | |
| * Male | 48 | | 45 | | 40 | | 67 | | 6.4 | 5.9 | 94.4 | | | | | 55 |
| * Female | 34 | | 50 | | 59 | | 56 | | 2.3 | 5.8 | 96.7 | | | | | 49 |
| * White | 48 | | 53 | | 58 | | 73 | | 1.0 | 7.5 | 95.4 | | | | | 52 |
| * Black | 17 | | 33 | | 41 | | 33 | | 13.3 | 2.8 | 96.8 | | | | | 26 |
| * Hispanic | 16 | | 47 | | 25< | | 59 | | 3.2 | 4.7 | 94.4 | | | | | 89 |
| * Asian | 1 | | | | | | | | | | | | | | | |
| * Current L.E.P. | 2 | | | | | | | | | | | | | | | |
| * Former L.E.P. | 4 | | | | | | | | | | | | | | | |
| * Not L.E.P. | 76 | | 47 | | 49 | | 65 | | | | | | | | | |
| * Migrant | 2 | | | | | | | | | | | | | | | |
| * Not Migrant | 80 | | 46 | | 48 | | 62 | | | | | | | | | |
| * + Exceptional Students | 5 | | 8 | | | | 38 | | | | | | | | | |

NOTES: Results Appear Only For Subgroups with 10 or More Cases
For Subgroups with 30 or More Students, "<" Means a Score is
Below the Minimum Criterion for Critically Low Performance

Disaggregated Achievement Report Elementary Schools

DRAFT

| DISTRICT REPORT | | Number Tested (Gr. 4) | | Subject With Minimum # Tested | | % Above 50th NP in Reading | | % 3 and Above on Florida Trial | | % Above 50th NP in Math | | Out-of-School Suspension Rate | | Transition Rate | | School Characteristics | |
|-----------------|---------------------------|-----------------------|-----|-------------------------------|----|----------------------------|--------|--------------------------------|--------|-------------------------|--------|-------------------------------|--------|-----------------|--------|------------------------|--------|
| | | R | W | R | W | (95) | (98) | (95) | (96) | (95) | (97) | (95) | (96) | (95) | (96) | (95) | (96) |
| 100000 | *DISTRICT TOTALS | 143,843 | 667 | 49 | 50 | 49 | 50 | 46 | 41 | 58 | 41 | 58 | 46 | 41 | 58 | 41 | 58 |
| | * Free-Reduced Lunch Elig | | 362 | 39 | 35 | 39 | 35 | 47 | 47 | 47 | 47 | 47 | 47 | 47 | 47 | 47 | 47 |
| | * Not Eligible F-R Lunch | | 301 | 64 | 48 | 64 | 48 | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 |
| | * Male | | 346 | 49 | 38 | 49 | 38 | 62 | 62 | 62 | 62 | 62 | 62 | 62 | 62 | 62 | 62 |
| | * Female | | 321 | 51 | 44 | 51 | 44 | 53 | 53 | 53 | 53 | 53 | 53 | 53 | 53 | 53 | 53 |
| | * White | | 449 | 61 | 48 | 61 | 48 | 66 | 66 | 66 | 66 | 66 | 66 | 66 | 66 | 66 | 66 |
| | * Black | | 115 | 23 | 25 | 23 | 25 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| | * Hispanic | | 94 | 29 | 29 | 29 | 29 | 47 | 47 | 47 | 47 | 47 | 47 | 47 | 47 | 47 | 47 |
| | * Asian | | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| | * Indian | | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| | * Current L.E.P. | | 15 | 11 | 7 | 11 | 7 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 |
| | * Former L.E.P. | | 25 | 31 | 28 | 31 | 28 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 |
| | * Not L.E.P. | | 627 | 52 | 42 | 52 | 42 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| | * Migrant | | 34 | 28 | 24 | 28 | 24 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 |
| | * Not Migrant | | 633 | 51 | 42 | 51 | 42 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 | 59 |
| | * + Exceptional Students | | 70 | 13 | 11 | 13 | 11 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 | 28 |

NOTES: Results Appear Only For Subgroups with 10 or More Cases
For Subgroups with 30 or More Students, "<" Means a Score is
Below the Minimum Criterion for Critically Low Performance

Disaggregated Achievement Report Elementary Schools

DRAFT

| STATE REPORT | FLORIDA | Number Tested | Grade | R | 49 | (95) | 46 | (96) | 61 | (95) | 1.8 | 9.3 | 97.8 | 53 | 44 | 33 | 15 | School Indicators | | School Characteristics | |
|---------------------------|---------|---------------|-------|---|-----|-------|-----|-------|----|-------|-----|------|------|----|----|----|----|----------------------------|-------------------------|--------------------------------|---------------|
| | | | | | | | | | | | | | | | | | | % Above 50th NP in Reading | % Above 50th NP in Math | % Free or Reduced Priced Lunch | Minority Rate |
| STATE TOTALS | | 143,843 | | | | | | | | | | | | | | | | | | | |
| * Free-Reduced Lunch Elig | | 68,157 | | | 33 | | 37 | | 47 | | | | | | | | | | | | |
| * Not Eligible F-R Lunch | | 75,686 | | | 64 | | 53 | | 74 | | | | | | | | | | | | |
| * Male | | 69,346 | | | 46 | | 40 | | 62 | | 3.2 | 9.1 | 97.4 | | | | | | | | 34 |
| * Female | | 74,497 | | | 52 | | 51 | | 61 | | .8 | 9.6 | 98.2 | | | | | | | | 32 |
| * White | | 84,702 | | | 62 | | 52 | | 72 | | 1.2 | 8.7 | 98.1 | | | | | | | | 29 |
| * Black | | 34,258 | | | 25< | | 33 | | 38 | | 4.5 | 9.6 | 97.2 | | | | | | | | 38 |
| * Hispanic | | 21,452 | | | 37 | | 45 | | 54 | | 1.1 | 11.4 | 97.8 | | | | | | | | 42 |
| * Asian | | 2,718 | | | 63 | | 57 | | 77 | | .3 | 5.7 | | | | | | | | | 28 |
| * Indian | | 340 | | | 48 | | 45 | | 63 | | 1.1 | | | | | | | | | | 42 |
| * Current L.E.P. | | 4,214 | | | 10 | | 20 | | 24 | | | | | | | | | | | | |
| * Former L.E.P. | | 11,681 | | | 32< | | 46 | | 55 | | | | | | | | | | | | |
| * Not L.E.P. | | 127,984 | | | 52 | | 47 | | 63 | | | | | | | | | | | | |
| * Migrant | | 1,856 | | | 19< | | 26< | | 37 | | | | | | | | | | | | |
| * Not Migrant | | 141,987 | | | 50 | | 46 | | 61 | | | | | | | | | | | | |
| * + Exceptional Students | | 10,256 | | | 15 | | 14 | | 27 | | | | | | | | | | | | |

NOTES: Results Appear Only For Subgroups with 10 or More Cases
For Subgroups with 30 or More Students, "<" Means a Score is
Below the Minimum Criterion for Critically Low Performance

Disaggregated Achievement Report
Middle Schools

| SCHOOL REPORT | Number Tested, Gr. 8 | | Subject with Minimum # Tested | | % Above 50th NP in Reading | | % 3 and Above on Florida Writes | | % Above 50th NP in Math | | Out of School Suspension Rate | | Promotion Rate | | School Indicators | | School Characteristics | | | | | | |
|---------------------------|----------------------|---|-------------------------------|--------|----------------------------|---------|---------------------------------|--------|-------------------------|--------|-------------------------------|--------|----------------|--------|-------------------|--------|------------------------|--------|------------------------------|---------------|--------------------------|---------------|--|
| | R | W | R | W | (96) | (98) | (95) | (98) | (96) | (98) | (95) | (98) | (96) | (98) | (95) | (98) | (96) | (98) | Free or Reduced Priced Lunch | Minority Rate | % Instructional Turnover | Minority Rate | |
| 97 State Totals | 133,274 | | 53 | | (96) | 82 | (95) | 55 | (96) | 14.1 | 16.3 | 95.6 | 48 | 42 | 30 | 16 | | | | | | | |
| *DISTRICT TOTALS | 642 | W | 59 | (98) | 69 | (98) | 64 | (98) | 17.3 | 12.1 | 95.7 | 60 | 33 | 35 | 34 | | | | | | | | |
| MIDDLE SCHOOL | 151 | R | 55 | (97) | 55 | (100) | 50 | (97) | 18.3 | 8.4 | 96.3 | 69 | 46 | 33 | 19 | | | | | | | | |
| * Free-Reduced Lunch Elig | 79 | | 45 | | 52 | | 34< | | | | | | | | | | | | | | | | |
| * Not Eligible F-R Lunch | 69 | | 67 | | 59 | | 68 | | | | | | | | | | | | | | | | |
| * Male | 69 | | 48 | | 49< | | 51 | | 29.2 | 7.9 | 95.4 | | | | | | | | | | | 40 | |
| * Female | 82 | | 61 | | 61 | | 49 | | 7.1 | 8.8 | 97.2 | | | | | | | | | | | 27 | |
| * White | 86 | | 64 | | 60 | | 69 | | 11.6 | 9.8 | 96.6 | | | | | | | | | | | 31 | |
| * Black | 35 | | 29< | | 47< | | 11< | | 33.5 | 3.5 | 97.1 | | | | | | | | | | | 22 | |
| * Hispanic | 30 | | 60 | | 53 | | 40 | | 14.8 | 11.6 | 93.9 | | | | | | | | | | | 65 | |
| * Current L.E.P. | 1 | | | | | | | | | | | | | | | | | | | | | | |
| * Former L.E.P. | 6 | | | | | | | | | | | | | | | | | | | | | | |
| * Not L.E.P. | 143 | | 56 | | 56 | | 51 | | | | | | | | | | | | | | | | |
| * Migrant | 12 | | 25< | | 23< | | 8< | | | | | | | | | | | | | | | | |
| * Not Migrant | 139 | | 58 | | 58 | | 53 | | | | | | | | | | | | | | | | |
| * + Exceptional Students | 9 | | 15 | | | | 12 | | | | | | | | | | | | | | | | |

NOTES: Results Appear Only For Subgroups with 10 or More Cases
For Subgroups with 30 or More Students, "<" Means a Score is
Below the Minimum Criterion for Critically Low Performance

Number Tested, Gr 8
 Subject with Minimum # Tested
 % Above 50th NP in Reading
 (Estimated Percent Tested)
 % 3 and Above on Florida Writing
 (Estimated Percent Tested)
 % Above 50th NP in Math
 (Estimated Percent Tested)
 Out of School Suspension Rate
 % Absent > 30 days
 Promotion Rate
 % Free or Reduced Priced Lunch
 Mobility Rate
 % Instructional
 School Characteristics

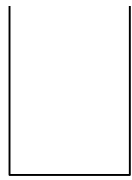
DISTRICT REPORT

| | R | W | (98) | (95) | (96) | (98) | (96) | (98) | 14.1 | 16.3 | 95.6 | 48 | 42 | 30 | 16 | |
|--|---------|-----|--------|--------|--------|--------|--------|--------|------|------|------|----|----|----|----|--|
| 97 State Totals | 133,274 | 642 | 59 | 82 | 55 | 64 | 55 | 64 | 17.3 | 12.1 | 95.7 | 60 | 33 | 35 | 34 | |
| *DISTRICT TOTALS | | | | | | | | | | | | | | | | |
| * Free-Reduced Lunch Elig Not Eligible P-R Lunch | 285 | 47 | 63 | 50 | | | | | | | | | | | | |
| | 336 | 70 | 74 | 77 | | | | | | | | | | | | |
| * Male | 295 | 52 | 61 | 64 | | | | | 26.6 | 13.5 | 93.8 | | | 39 | | |
| Female | 343 | 66 | 77 | 64 | | | | | 7.3 | 10.7 | 96.7 | | | 30 | | |
| * White | 449 | 67 | 74 | 75 | | | | | 13.4 | 13.3 | 95.5 | | | 31 | | |
| Black | 93 | 34 | 60 | 32 | | | | | 31.8 | 7.4 | 95.8 | | | 35 | | |
| Hispanic | 87 | 43 | 52 | 40 | | | | | 16.3 | 13.3 | 92.7 | | | 56 | | |
| Asian | 6 | | | | | | | | 4.0 | 4.0 | | | | 9 | | |
| Indian | 1 | | | | | | | | 41.7 | 0.0 | | | | 17 | | |
| * Current L.E.P. Former L.E.P. Not L.E.P. | 5 | | | | | | | | | | | | | | | |
| | 12 | 21 | 67 | 29 | | | | | | | | | | | | |
| | 624 | 60 | 70 | 65 | | | | | | | | | | | | |
| * Migrant Not Migrant | 29 | 38 | 41 | 28 | | | | | | | | | | | | |
| | 613 | 60 | 71 | 66 | | | | | | | | | | | | |
| * + Exceptional Students | 74 | 12 | 30 | 19 | | | | | | | | | | | | |

NOTES: Results Appear Only For Subgroups with 10 or More Cases
 For Subgroups with 30 or More Students, "<" Means a Score is
 Below the Minimum Criterion for Critically Low Performance

| FLORIDA | STATE REPORT | | School Indicators | | | | | | | | | | School Characteristics | | | |
|---------------------------|-----------------------|-------------------------------|----------------------------|----------------------------------|-------------------------|--------------------------|-------------------------------|--------------------|----------------|-------------------------|---------------|----------|------------------------|----|----|----|
| | Number Tested - Cr. 8 | Subject with Minimum # Tested | % Above 50th NP in Reading | % 3 and Above on Florida Writing | % Above 50th NP in Math | Estimated Percent Tested | Out of School Suspension Rate | % Absent > 20 days | Promotion Rate | % Free or Reduced Lunch | Minority Rate | Turnover | 48 | 42 | 30 | 16 |
| STATE TOTALS | 133,274 | R 53 (96) | 82 (95) | 55 (96) | 14.1 | 16.3 | 95.6 | | | | | | | | | |
| * Free-Reduced Lunch Elig | 50,505 | 35< | 74 | 38< | | | | | | | | | | | | |
| * Not Eligible F-R Lunch | 82,769 | 64 | 86 | 66 | | | | | | | | | | | | |
| * Male | 63,933 | 50 | 78 | 56 | 21.6 | 17.1 | 94.4 | | | | | | | | | 32 |
| * Female | 69,341 | 56 | 86 | 54 | 10.1 | 15.5 | 96.8 | | | | | | | | | 28 |
| * White | 78,721 | 65 | 87 | 67 | 11.9 | 15.5 | 96.6 | | | | | | | | | 26 |
| * Black | 30,955 | 30< | 70 | 29< | 28.0 | 18.0 | 93.3 | | | | | | | | | 34 |
| * Hispanic | 20,270 | 39< | 81 | 45 | 13.6 | 17.7 | 94.8 | | | | | | | | | 37 |
| * Asian | 2,845 | 63 | 88 | 75 | 6.4 | 7.0 | | | | | | | | | | 20 |
| * Indian | 291 | 54 | 78 | 59 | 13.0 | | | | | | | | | | | 37 |
| * Current L.E.P. | 3,313 | 7 | 47 | 16 | | | | | | | | | | | | |
| * Former L.E.P. | 11,546 | 33< | 82 | 43 | | | | | | | | | | | | |
| * Not L.E.P. | 118,415 | 56 | 83 | 58 | | | | | | | | | | | | |
| * Migrant | 1,496 | 22< | 60 | 28< | | | | | | | | | | | | |
| * Not Migrant | 131,778 | 53 | 82 | 56 | | | | | | | | | | | | |
| * + Exceptional Students | 11,567 | M 16 | 44 | 18 | | | | | | | | | | | | |

NOTES: Results Appear Only For Subgroups with 10 or More Cases
 For Subgroups with 30 or More Students, "<" Means a Score is
 Below the Minimum Criterion for Critically Low Performance

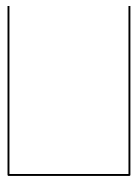


SCHOOL REPORT

Number Read, Gr 11
 Subject with Minimum 8 Read
 (Estimated Percent Read)
 % Passing HICT Communications
 % 3 and Above on Florida Writes
 (Estimated Percent Read)
 % Passing HICT Math
 (Estimated Percent Read)
 Out of School Suspension Rate
 % Absent > 20 days
 Dropout Rate
 12th Grade Graduation Rate
 % Free or Reduced Priced Lunch
 Minority Rate
 % Instructional Turnover

| | Number Read, Gr 11 | Subject with Minimum 8 Read | % Passing HICT Communications | % 3 and Above on Florida Writes | % Passing HICT Math | (Estimated Percent Read) | % Passing HICT Math | (Estimated Percent Read) | Out of School Suspension Rate | % Absent > 20 days | Dropout Rate | 12th Grade Graduation Rate | % Free or Reduced Priced Lunch | Minority Rate | % Instructional Turnover |
|---------------------------|--------------------|-----------------------------|-------------------------------|---------------------------------|---------------------|--------------------------|---------------------|--------------------------|-------------------------------|--------------------|--------------|----------------------------|--------------------------------|---------------|--------------------------|
| 97 State Totals | 104,806 | R | 77c (91) | 87 (85) | 75c (92) | 12.8 | 19.1 | 4.3 | 95.7 | 26 | 42 | 30 | 16 | | |
| *DISTRICT TOTALS | 544 | R | 77c (97) | 73 (94) | 73c (97) | 14.1 | 12.8 | 5.2 | 98.9 | 45 | 33 | 31 | 15 | | |
| HIGH SCHOOL | 133 | R | 76c (100) | 75 (92) | 71c (100) | 13.7 | 20.0 | 9.1 | 100.0 | 59 | 48 | 41 | 10 | | |
| * Free-Reduced Lunch Elig | 64 | | 59< | 68 | 53< | | | | | | | | | | |
| * Not Eligible F-R Lunch | 69 | | 91 | 82 | 87 | | | | | | | | | | |
| * Male | 60 | | 82< | 65< | 82 | 19.4 | 20.4 | 10.0 | | | | | | | 44 |
| * Female | 73 | | 71< | 85 | 62< | 7.6 | 19.4 | 8.2 | | | | | | | 37 |
| * White | 64 | | 92 | 81 | 91 | 8.2 | 17.5 | 7.9 | | | | | | | 32 |
| * Black | 47 | | 70< | 60< | 47< | 25.9 | 22.3 | 8.5 | | | | | | | 38 |
| * Hispanic | 21 | | 43< | 80 | 62< | 6.7 | 23.0 | 15.0 | | | | | | | 78 |
| * Asian | 0 | | | | | | | | | | | | | | |
| * Current L.E.P. | 6 | | 8 | | 38 | | | | | | | | | | |
| * Former L.E.P. | 1 | | | | | | | | | | | | | | |
| * Not L.F.P. | 119 | | 83< | 78 | 74< | | | | | | | | | | |
| * Migrant | 12 | | 58< | 59< | 50< | | | | | | | | | | |
| * Not Migrant | 121 | | 78< | 77 | 73< | | | | | | | | | | |
| * + Exceptional Students | 12 | | 58 | 50 | 67 | | | | | | | | | | |

NOTES: Results Appear Only For Subgroups with 10 or More Cases
 For Subgroups with 30 or More Students, "<" Means a Score is
 Below the Minimum Criterion for Critically Low Performance



Disaggregated Achievement Report
High Schools

| STATE REPORT | Number Tested Gr 11 | Subject with Minimum # Tested | % Passing HSTC Communications | % 3 and Above on Florida Writ | % Passing HSTC Math | Out of School Suspension Rate | School Indicators | | | | School Characteristics | | | | | |
|---------------------------|---------------------|-------------------------------|-------------------------------|-------------------------------|---------------------|-------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------|----------------------------|--------------------------------|---------------|---------------|----------------------|
| | | | | | | | % Estimated Percent Tested | % Estimated Percent Tested | % Estimated Percent Tested | % Estimated Percent Tested | % Absent > 20 days | 12th Grade Graduation Rate | % Free or Reduced Priced Lunch | Minority Rate | Mobility Rate | % Instructional Time |
| FLORIDA | 104,806 | R | 77c (91) | 87 (85) | 75c (92) | 12.4 | 19.1 | 4.3 | 95.7 | 26 | 42 | 30 | 16 | | | |
| * Free-Reduced Lunch Elig | 15,799 | | 64< | 79 | 61< | | | | | | | | | | | |
| * Not Eligible F-R Lunch | 89,007 | | 80< | 88 | 77< | | | | | | | | | | | |
| * Male | 49,208 | | 76< | 82 | 78< | 18.4 | 19.3 | 5.0 | | | | | 32 | | | |
| * Female | 55,395 | | 79< | 91 | 72< | 8.7 | 18.9 | 3.6 | | | | | 27 | | | |
| * White | 63,918 | | 87 | 90 | 85 | 11.5 | 17.2 | 3.5 | | | | | 25 | | | |
| * Black | 23,156 | | 58< | 77 | 51< | 20.8 | 22.3 | 5.0 | | | | | 37 | | | |
| * Hispanic | 14,087 | | 68< | 84 | 69< | 11.1 | 22.3 | 6.8 | | | | | 37 | | | |
| * Asian | 2,759 | | 79< | 91 | 87 | 6.4 | 10.5 | 2.0 | | | | | 19 | | | |
| * Indian | 215 | | 78< | 85 | 77< | 12.4 | | 4.6 | | | | | 33 | | | |
| * Current L.E.P. | 2,256 | | 23 | 50 | 40 | | | | | | | | | | | |
| * Former L.E.P. | 4,858 | | 64< | 86 | 67< | | | | | | | | | | | |
| * Not L.E.P. | 97,692 | | 79< | 87 | 76< | | | | | | | | | | | |
| * Migrant | 521 | | 53< | 66< | 58< | | | | | | | | | | | |
| * Not Migrant | 104,285 | | 78< | 87 | 75< | | | | | | | | | | | |
| * + Exceptional Students | 5,896 | | 38 | 54 | 38 | | | | | | | | | | | |

NOTES: Results Appear Only For Subgroups with 10 or More Cases
For Subgroups with 30 or More Students, "<" Means a Score is
Below the Minimum Criterion for Critically Low Performance

NEEDS ASSESSMENT WORKSHEET

| State Goals | Desired Results | Current Results Objective Data (Hard) or Perceptual Data (Soft) | Need Gap in Results |
|--------------------|------------------------|--|--------------------------------|
| | | | |

QUICK AND DIRTY DATA SEARCH

COMMENTS, QUESTIONS, IMPLICATIONS?

| | | |
|---|--|--|
| + P L U S E S | | |
| - M I N U S E S | | |
| I N T E R E S T I N G | | |

| | | |
|--|--|--|
| | | |
|--|--|--|

Module 4, Handout 8

SCHOOL ADVISORY COUNCIL TRAINING



MODULE 5

DEVELOPING AND COMMUNICATING THE SCHOOL IMPROVEMENT PLAN



OVERVIEW

MODULE 5 DEVELOPING AND COMMUNICATING THE SCHOOL IMPROVEMENT PLAN

Objectives:

1. Describe models of the school improvement process
2. Describe the steps of effective planning
3. Write measurable objectives for school improvement plans
4. Examine adequate progress and evaluations strategies for school improvement planning
5. Demonstrate effective planning for strategy implementation
6. Examine ways to communicate the school improvement plan with the school community

| Objective | Minutes | Content | Presentation Strategies |
|-----------|---------|--|-----------------------------------|
| | 2 | 1. Objectives | Present |
| 1 | 5 | 2. The School Improvement Planning Process | Lecturette |
| 2 | 5 | 3. Considerations in Responding to Identified Needs Waivers | Lecturette |
| 2 | 30 | 4. Components of the School Improvement Plan Carousel activity Present state requirements and discuss various options for plan components | Carousel Brainstorm Discussion |
| 3 | 30 | 5. Measurable Objectives SMART Method Practice | Lecturette Activity |
| 4 | 5 | 6. Adequate Progress | Lecturette |
| 1,2 & 5 | 15 | 7. Putting it All Together Action Plan | Activity |
| 4 | 10 | 8. Evaluating a School Improvement Plan Share first, second & third evaluation | Lecturette |
| 5 & 6 | 15 | 9. Identifying Potential Resources & Communicating the SIP Activity to connect human and material resources to identified needs | Activity |
| | 5 | 10. Closing | Present |

Trainer Agenda
MODULE 5
DEVELOPING AND COMMUNICATING THE SCHOOL IMPROVEMENT PLAN

Objectives:

1. Describe models of the school improvement process
2. Describe the steps of effective planning
3. Write measurable objectives for school improvement plans
4. Examine adequate progress and evaluation strategies for school improvement planning
5. Demonstrate effective planning for strategy implementation
6. Examine ways to communicate the school improvement plan with the school community

| Time | Who | Trainer Activities/Content | Participant Activities | Handouts/ Media |
|-------------|------------|---|-------------------------------|--------------------------------------|
| 2 min. | | 1. Objectives Review module objectives. | Listen | <i>Transparency 1, Handout 1</i> |
| 5 min. | | 2. The School Improvement Planning Process Review the role of the plan in addressing needs identified by stakeholders, as discussed in Module 4. Stress the importance of maintaining the integrity of the plan to address meaningful outcomes for students. Share “Models of How SACs Operate” Handout 2 and discuss. | Listen Discuss | <i>Handout 2</i> |
| 5 min. | | 3. Considerations in Responding to Identified Needs Waivers: Share the fact that schools have the flexibility to waive many statutes. If there is any statute that gets in the way of innovations that would raise student achievement, a waiver request should be considered. Waiver requests of State Board Rule or Florida School Laws must be submitted to the school board for approval, then sent to the Department of Education. | Listen | |

| | | | | |
|---------|--|--|--|---|
| 30 min. | | <p>4. Components of the School Improvement Plan Introduce Carousel Brainstorm - Assign groups to charts, each group with one of the following questions. Ask them to respond with as many ideas as possible. Then move to the next chart and add to it. Continue until they are back where they began. Questions:</p> <ol style="list-style-type: none"> 1. How does a SAC team member ensure that needs assessment data is incorporated in the plan? 2. Why is it important for the team to do a self-analysis on their effectiveness as a team? (Refer to Team Effectiveness Critique - Module 3, Handout 12) 3. What would help you stay motivated to remain an active member of your SAC? 4. List the components of a school improvement plan. <p>Participants discuss 1 or 2 key items on their charts, or items different from the ones already mentioned.</p> <p>Present Handout 3, statutory requirements of a SIP. Discuss other components participants have listed. Discuss the importance of an action plan and identifying resources, person responsible and timeline. Look at a sample school improvement plan format (provide copies).</p> | <p>Carousel brainstorm in four groups</p> <p>Discuss</p> <p>Listen</p> | <p><i>Charts (See Trainer Resource Kit)</i></p> <p><i>Handout 3 Sample SI plan format</i></p> |
| 30 min. | | <p>5. Writing Measurable Objectives Introduce SMART method of objective writing. Transparencies 2-7, Handouts 4-7. Critique the objectives in Handout 6 and transparencies 5 & 6 in small groups, then the whole group together. <i>Answer Key for Handout 6:</i></p> <ol style="list-style-type: none"> 1. <i>No, this objective is not specific, measurable or time-bound</i> 2. <i>No, exact percentage of increase is not specified, and no date is given by which the increase is to be achieved (not specific, measurable, or time-bound).</i> 3. <i>Yes.</i> 4. <i>No, not time-bound and no specific area of performance is mentioned.</i> 5. <i>Yes</i> 6. <i>Yes</i> | <p>Listen</p> <p>Activity</p> | <p><i>Transparencies 2-7 Handouts 4-7 Module 3 Handout 13</i></p> |

| | | | | |
|---------|--|---|--|----------------------------------|
| | | <p>Each group practices writing several objectives using the SMART method. Then exchange objectives with another group and critique each other's work. To start things off, here is a sample needs statement for which to write an objective: "The school wants more parents involved in the SAC." Groups may also draw from the Disaggregated Achievement Reports in Module 3 (Module 3, Handout 13). Remind them that as they gather data, not all issues must be addressed in the school improvement plan.</p> | | |
| 5 min. | | <p>6. Adequate Progress Explain that a school improvement plan should include adequate progress statements on at least two levels: 1) for each goal, and 2) for the entire plan. Many districts are using the three-tiered approach: Tier 1) for each objective, Tier 2), for each goal, and Tier 3) for the entire plan. An adequate progress statement may be written like a measurable objective (Tier 1). An adequate progress statement for a goal may be written as follows: "Adequate progress for this goal will be achieved if 2 out of the 3 objectives are met." An adequate progress statement for the entire school improvement Plan might be written: "Adequate progress for this school improvement plan will be achieved if 3 of the 4 goals are achieved." Be sure to mention that there are other appropriate ways to write adequate progress statements. The important thing is to make them <u>measurable</u> and <u>challenging</u>. The new school recognition program passed by the 1997 legislative session includes "challenging school improvement plan" as one of the criteria for a school receiving an award.</p> <p>Review the State criteria for adequate progress for Goal 3. (Handout 7a)</p> | Listen | <i>Handout 7a</i> |
| 15 min. | | <p>7. Putting it All Together Share the sample action plan format, Transparency 8, Handout 8. After you've completed the needs assessment and obtained stakeholder input to establish priorities, say that you are ready to put it all together in an action plan that will become the heart of the school improvement plan. This is only one example.</p> | Listen Participate – whole or small group | <i>Transparency 8, Handout 8</i> |

SCHOOL ADVISORY COUNCIL TRAINING

MODULE 5

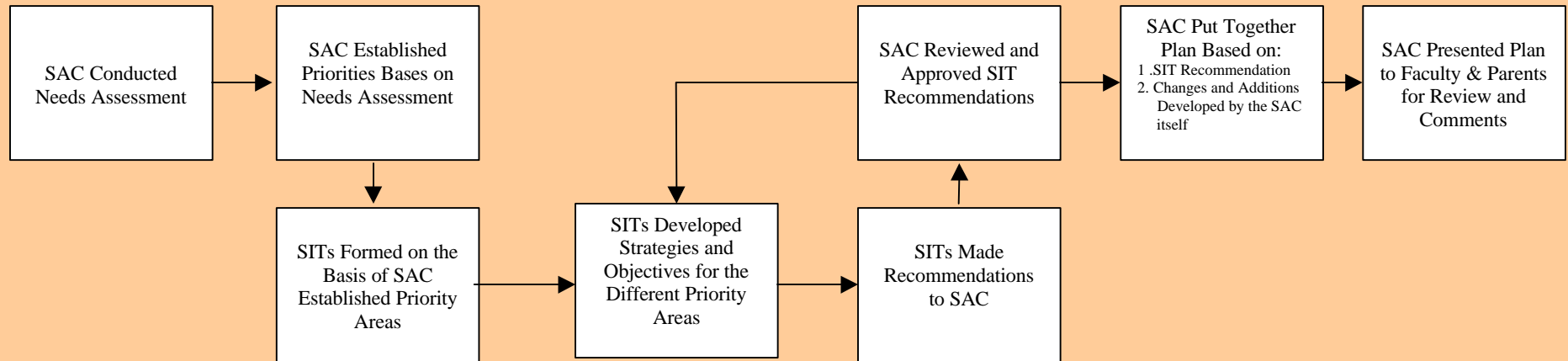
DEVELOPING AND COMMUNICATING THE SCHOOL IMPROVEMENT PLAN

Objectives:

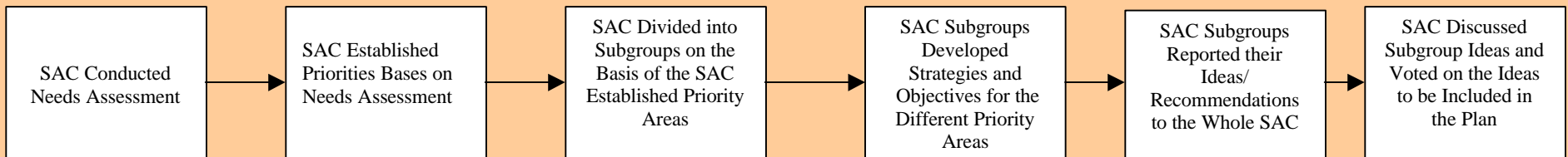
1. Define the purpose of a school improvement plan.
2. Recognize the steps of effective planning.
3. Write measurable objectives for school improvement.
4. Examine adequate progress and evaluation strategies for school improvement planning.
5. Demonstrate effective planning for strategy implementation.
6. Examine ways to communicate the school improvement plan with the school community.

MODELS OF HOW SCHOOL ADVISORY COUNCILS OPERATE

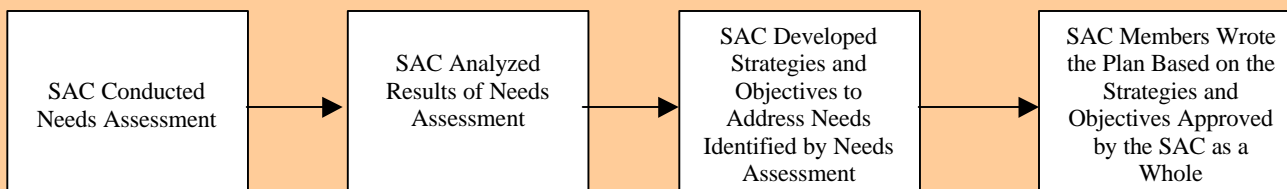
MODEL A



MODEL B



MODEL C



A SCHOOL IMPROVEMENT PLAN MUST . . .

- Address the eight state goals of education.
- Address the state student performance standards.
- Include such other items as specified by the local school board.

The following are no longer requirements in statute as of July 1, 1997; however, they may be required by the local school board:

- Be based on a needs assessment.
- Include individual school goals. (These should be directly related to the eight state goals and should include goals specified by the local school board.)
- Identify indicators of student progress. (These are the targets at which your school is aiming.)
- Identify strategies for reaching goals. (What new strategies, policies and practices will be used to reach the state and local goals?)

Include evaluation procedures, including adequate measurement of individual student performance. (These include mid-course checks to assess adequate progress as well as initial and final evaluation methods.)

S.M.A.R.T. OBJECTIVES

Specific

Measurable

Attainable

Realistic

Time-Bound

S.M.A.R.T. OBJECTIVES

- **Specific:** What exactly is supposed to happen to whom?
- **Measurable:** How will we know it has happened?
- **Attainable:** Could this happen here?
- **Realistic:** Is it possible to make it happen?
- **Time – bound:** When will it happen?

IS THE OBJECTIVE S.M.A.R.T. ? ?

YES OR NO

- _____ 1. Reduce dropout rates of all students of all racial and ethnic groups.

- _____ 2. Significantly increase the participation of minority students within the gifted program.

- _____ 3. By the end of _____ school year, reduce the dropout rate of Hispanic females from 25% to less than 20%.

- _____ 4. Performance level of 8th graders will increase by 10%.

- _____ 5. By June _____, performance level of 8th graders as measured by district norm-referenced test will be 80% or more above 50th percentile in reading comprehension.

- _____ 6. By spring _____, FCAT Writing administration, 80% of 10th graders will score “3” or above.

S.M.A.R.T. OBJECTIVES

- Not as hard to write as they look
- Take time to do well
- Will pay off in the long run
- Will move us closer to our goals

ADEQUATE PROGRESS

A school improvement plan should include adequate progress statements on at least two levels:

- 1) for each goal, and
- 2) for the entire plan.

Many districts are using the three-tiered approach:

- Tier 1) for each objective,
- Tier 2) for each goal, and
- Tier 3) for the entire plan.

An adequate progress statement may be written like a measurable objective (Tier 1).

An adequate progress statement for a goal may be written as follows: “Adequate progress for this goal will be achieved if 2 out of the 3 objectives are met.” An adequate progress statement for the entire school improvement Plan might be written: “Adequate progress for this school improvement plan will be achieved if 3 of the 4 goals are achieved.”

There are other appropriate ways to write adequate progress statements. The important thing is to make them measurable and challenging.

The new school recognition program passed by the 1997 legislative session includes “challenging school improvement plan” as one of the criteria for a school receiving an award.

EVALUATING A SCHOOL IMPROVEMENT PLAN

Evaluation of the school improvement plan should occur in three phases.

The **first evaluation** should take place after the plan has been written, but, before it has been implemented. It should focus on these questions:

- Does the plan address all the requirements of the legislation?
- Were all of the steps in the planning process completed?
- Does the plan address high priority needs?
- Does the plan represent an attempt to significantly improve the performance of the school's students?

This initial evaluation can be done by members of the school advisory council; however, it is a good idea to include as evaluators people who were not involved in writing the plan.

The **second evaluation**, which occurs as the plan is being implemented, should focus on the following:

- Are the action plan activities being accomplished as planned?
- Are the action plan timelines set by the SAC being met?

Dates for this phase should be set in advance for checking the progress of the plan.

The **third evaluation**, which occurs after the plan has been fully implemented, should focus on the following:

- Was the plan effective?
- Were unmet needs identified for inclusion in the next school improvement plan?

ACTION PLAN

Goal: _____

Objective: _____

| Strategies | Resources | Responsible Person | Timeline | Monitoring Procedures |
|-------------------|------------------|---------------------------|-----------------|------------------------------|
| | | | | |

Adequate Progress: _____

SCHOOL ADVISORY COUNCIL TRAINING



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SCHOOL ADVISORY COUNCIL TRAINING

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SCHOOL ADVISORY COUNCIL TRAINING



TRAINER RESOURCES

FACTS ABOUT SACS

1. Parent involvement is the single most important factor that affects positive student outcomes.
2. Children from at-risk families have the most to gain when schools involve parents.
3. Parents do not have to be well educated to help.
4. The family makes critical contributions to the student's achievement, from earliest childhood through high school. Efforts to improve children's outcomes are much more effective if they encompass their families.
5. When parents are involved at school, not just at home, children do better in school and they stay in school longer.
6. When parents are involved at school their children go to better schools.
7. Children do best when their parents are enabled to play four key roles in their children's learning: teachers, supporters, advocates, and decision makers.
8. Families, schools, and community organizations all contribute to student achievement; the best results come when all three work together.

**What is Your Level of Knowledge of the
School Improvement Process?**

0%

50%

100%

**No
Knowledge**

**Full
Knowledge**

**What is Your Level of Knowledge of the Role of a
School Advisory Council Member?**

0%

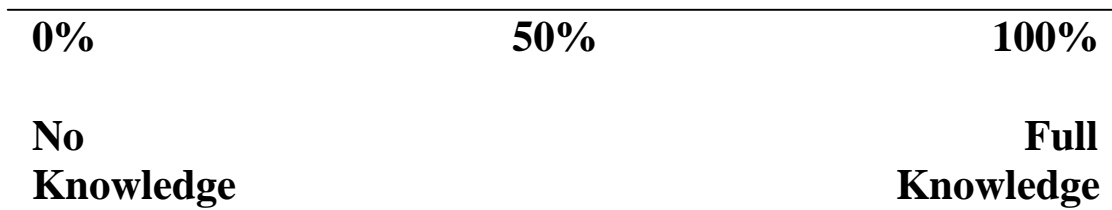
50%

100%

**No
Knowledge**

**Full
Knowledge**

**What is Your Level of Knowledge on Using a
Needs Assessment Instrument?**



SCHOOL ADVISORY COUNCIL TRAINER RESOURCES

MODULE 1

SCHOOL ADVISORY COUNCIL ROLES & RESPONSIBILITIES

SCENARIOS

What is the SAC's role, if any, in the following scenarios? How does the SAC's role fit with the principal's role?

1. "As the SAC Chair you have received input from parents that more communication with teachers is needed."
2. "Student FCAT Writing test scores are in, and one of the goals of the school improvement plan this year was to raise writing scores."
3. "Your SAC membership meets the requirements of the law by having 51% of its members non-school employees; however, there are usually more teachers than parents at the SAC meetings."
4. "The principal and some of the school staff have been looking into going to year-round school. Some of the parents are opposed to the idea."
5. One of the responsibilities of the School Advisory Council is to determine how the School Improvement funds will be spent (\$10.00 per student). How can the SAC go about accomplishing this task successfully?

SCHOOL ADVISORY COUNCIL TRAINER RESOURCES

MODULE 3

“Here’s What I Think! What Do You Think?” Cards

My vision for family involvement at my school is . . .

To me, the major benefit of the accountability movement is . . .

A SAC needs to work as a team because . . .

SCHOOL ADVISORY COUNCIL TRAINER RESOURCES

MODULE 4

Identifying Potential Resources – Charts

Need: What do we need (information, manpower, materials . . .) to develop our school improvement plan?

Potential Resources

| Who | What |
|-----|------|
| | |

SCHOOL ADVISORY COUNCIL TRAINER RESOURCES

MODULE 4

Identifying Potential Resources – Charts

Need: How can business partners and community members help in implementing the school improvement plan?

Potential Resources

| Who | What |
|-----|------|
| | |

SCHOOL ADVISORY COUNCIL TRAINER RESOURCES

MODULE 4

Identifying Potential Resources – Charts

Need: How can get buy-in from the entire faculty and staff in the school improvement process?

Potential Resources

| Who | What |
|-----|------|
| | |

SCHOOL ADVISORY COUNCIL TRAINER RESOURCES

MODULE 5

Components of the School Improvement Plan – Charts

1. How does a School Advisory Council team member ensure that needs assessment data are incorporated into the plan?

SCHOOL ADVISORY COUNCIL TRAINER RESOURCES

MODULE 5

Components of the School Improvement Plan – Charts

-
2. Why is it important for the team to do a self-analysis of their effectiveness as a team?

SCHOOL ADVISORY COUNCIL TRAINER RESOURCES

MODULE 5

Components of the School Improvement Plan – Charts

3. What would help you stay motivated to remain an active member of your School Advisory Council?

SCHOOL ADVISORY COUNCIL TRAINER RESOURCES

MODULE 5

Components of the School Improvement Plan – Charts

4. List steps to designing a school improvement plan.

SCHOOL ADVISORY COUNCIL TRAINER RESOURCES

MODULE 5

Identifying Potential Resources – Charts

What do we need (information, manpower, materials . . .) to develop our school improvement plan?

How can parents/family members help in implementing the school improvement plan?

How can business partners and community leaders help in implementing the school improvement plan?

How can we get buy-in from the entire faculty and staff in the school improvement process?

SCHOOL ADVISORY COUNCIL TRAINING



BACKGROUND MATERIALS

WHY CHANGE?

Dramatic changes have been underway in the State's educational system. These changes are needed because our schools face unprecedented challenges in several volatile areas. At a time when our entire society is struggling to cope with massive technological change, worldwide political upheaval, and a diverse array of economic and social issues, the public is looking to our schools to lead the way.

Our school-age population has changed drastically. Our schools are expected to educate a group of children who are poorer, more ethnically and linguistically diverse, and who have more disabilities than have any group of students in the past.

Societal problems impact education programs and practices. Florida schools are expected to successfully cope with a number of societal problems that have little to do with acquiring a good education.

Florida schools are expected to prepare students for a future that hasn't yet been invented in a world that is changing constantly and rapidly. The emergence of an information society, accelerated by an explosion of technological innovation, has made the accepted and previously successful curriculum increasingly useless and hopelessly out of date. The "old" way no longer works. Simply stated, the world has been changing more rapidly than our schools. Although our educational system is performing at or above the same levels it has in the past, the literacy needs of our world have expanded significantly. A high school diploma is no longer enough to get and keep a job.

Within the past several years there has been a tremendous amount of research conducted on how children learn. We know more today regarding the functioning of the brain and the different developmental stages and learning styles which our students possess. If we, as educators and parents, are to maximize the potential of our students, we must incorporate this knowledge in our curriculum and methodologies.

BACKGROUND INFORMATION

1991: The U. S. Department of Labor's report from the Secretary's Commission on Achieving Necessary Skills (SCANS) Report: *What Work Requires of Schools*

Fundamental Skills:

Basic Skills:

- A. Reading - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- B. Writing - communicates thoughts, ideas, information and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- C. Arithmetic/Math - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- D. Listening - receives, attends to, interprets, and responds to verbal messages and other cues.
- E. Speaking - organizes ideas and communicates orally.

BACKGROUND INFORMATION

Thinking Skills:

- A. Creative Thinking - generates new ideas.
- B. Decision Making - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses the best alternative.
- C. Problem Solving - recognizes problems and devises and implements plan of action.
- D. Seeing Things in the Mind's Eye - organizes and processes symbols, pictures, graphs, objects, and other information.
- E. Knowing How to Learn - uses efficient learning techniques to acquire and apply new knowledge.
- F. Reasoning - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Personal Qualities:

- A. Responsibility - exerts a high level of effort and perseveres towards goal attainment.
- B. Self-Esteem - believes in own self-worth and maintains a positive view of self.
- C. Sociability - demonstrates understanding, friendliness, adaptability, and empathy.
- D. Self-Management - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
- E. Integrity/Honesty - chooses ethical courses of action.

BACKGROUND INFORMATION

Workplace Competencies:

Resources:

- A. Time - selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- B. Money - uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- C. Material and Facilities - acquires, stores, allocates, and uses materials or space efficiently.
- D. Human Resources - assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Interpersonal Qualities:

- A. Participates as a Member of a Team - contributes to group effort.
- B. Teaches Others New Skills.
- C. Serves Clients/Customers - work to satisfy customers' expectations.
- D. Exercises Leadership - communicates ideas to justify position, persuades and convinces others, and responsibly challenges existing procedures and policies.
- E. Negotiates - works toward agreements involving exchange of resources, and resolves divergent interests.
- F. Works with Diversity - works well with men and women from diverse backgrounds.

BACKGROUND INFORMATION

Information:

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information
- C. Interprets and Communicates Information
- D. Uses Computers to Process Information

Systems:

- A. Understands Systems - knows how social, organizational, and technological systems work and operates effectively with them.
- B. Monitors and Corrects Performance - distinguishes trends; predicts impacts on systems' operations, diagnoses deviations in systems performance and corrects malfunctions.
- C. Improves or Designs Systems - suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology:

- A. Selects Technology - chooses procedures, tools or equipment including computers and related technologies.
- B. Applies Technology to Task - understands over-all intent and proper procedures for setup and operation of equipment.
- C. Maintains and Troubleshoots Equipment - prevents, identifies, or solves problems with equipment, including computers and other technologies.

SCANS WORKPLACE COMPETENCIES:

- **Resources:** Identifies, organizes, plans, and allocates resources.
- **Interpersonal:** Works with others.
- **Information:** Acquires and uses information.
- **Systems:** Understands **complex** inter-relationships.
- **Technology:** Works with a variety of technologies.

SCANS FOUNDATION SKILLS:

- **Basic Skills:** Reads, writes, performs arithmetic and mathematical operations, listens, and speaks.
- **Thinking Skills:** Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reason.
- **Personal Qualities:** Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.

GOAL 3:

Student Performance

Students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards; successfully compete at the highest levels nationally and internationally, and be prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

Florida students will be:

- | | |
|--------------|---------------------------------|
| Standard 1: | Information Managers |
| Standard 2: | Effective Communicators |
| Standard 3: | Numeric Problems Solvers |
| Standard 4: | Critical and Creative Thinkers |
| Standard 5: | Ethical and Responsible Workers |
| Standard 6: | Resource Managers |
| Standard 7: | Systems Managers |
| Standard 8: | Cooperative Workers |
| Standard 9: | Effective Leaders |
| Standard 10: | Culturally Sensitive Learners |

Reporting Requirements for School Improvement and Accountability 1999-2000 PK-12 School Public Accountability Reports and School Advisory Council Reports

State Board of Education Rule 6A-1.09982 states the requirements for public school reporting for school improvement and accountability.

Each district school board is responsible for developing annual school reports. The Florida Department of Education provides a detailed report used by the School Advisory Council and information added locally, each school must provide information to parents, guardians, and adult students and make the information available. **Accountability Reports** shall be distributed on or in a district-wide format that is easy to read and understand.

The table below shows, by educational goal, information on the source of the data. An "X" in the last column indicates that the data is from an individual school.

| GOAL 1 READINESS TO START SCHOOL | SACR/SPAR | DATA SOURCE | LOCAL ADD-ON |
|--|-----------|------------------------------------|--------------|
| Number and percentage of students meeting the exit criteria for school readiness | | | |
| GOAL 2 GRADUATION RATE AND READINESS TO ENTER NINTH GRADE | SACR/SPAR | DATA SOURCE | LOCAL ADD-ON |
| Number and percentage of students who graduated within the required time frame | | | |
| Number and percentage of students who were reported as dropouts at the end of each school year | | | |
| Number and percentage of students who meet the exit criteria for reading, writing, and mathematics for placement into level courses | | | |
| Number and percentage of graduates who are followed up by the Florida Education and Training Placement Information System (FETPIP) | | | |
| GOAL 3 STUDENT PERFORMANCE | SACR/SPAR | DATA SOURCE | LOCAL ADD-ON |
| Student performance results on state-designated standardized assessments, including the High School Competency Assessment and the Florida Comprehensive Assessment Tests (FCAT) four, five, eight, and ten for Sunshine State Standard grades three through ten for the NRT component | | | |
| GOAL 4 LEARNING ENVIRONMENT | SACR/SPAR | DATA SOURCE | LOCAL ADD-ON |
| Results on a locally-administered school learning environment survey | | | |
| Number and percentage of teachers and staff new to the district at the beginning of the school year | | | |
| Number and percentage of students absent eleven to twenty-one or more days each year | | | |
| Average number of days teachers and administrators absent for reasons classified as personal sick leave, and temporary duty elsewhere | | | |
| GOAL 5 SCHOOL SAFETY AND ENVIRONMENT | SACR/SPAR | DATA SOURCE | LOCAL ADD-ON |
| Number of incidents of unlawful activity and violence, including weapons violations, vandalism, substance abuse, harassment, and other incidents occurring on campus, on the bus, or at school-sponsored activities | X | Survey 5 | |
| GOAL 6 TEACHERS AND STAFF | SACR/SPAR | DATA SOURCE | LOCAL ADD-ON |
| Number and percentage of classes taught by out-of-field teachers | X | Local records | X |
| Number and percentage of teachers, administrators, and staff who receive satisfactory annual evaluations based on a district assessment system | X | Local records | X |
| Number and percentage of teachers in the school who have earned degrees beyond the bachelor's level | X | Survey 2 | |
| GOAL 7 ADULT LITERACY | SACR/SPAR | DATA SOURCE | LOCAL ADD-ON |
| Number of adult students served by the district earning a state of Florida high school diploma either by earning credits and meeting minimum skills requirements in math and communications by scoring high enough on the 10 th grade FCAT or the HSCT or by taking and passing the General Education Development tests | X | Local records | X |
| GOAL 8 PARENTAL INVOLVEMENT | SACR/SPAR | DATA SOURCE | LOCAL ADD-ON |
| Number and percentage of School Advisory Council members by membership type and racial/ethnic category | X | Local records | X |
| ADDITIONAL INFORMATION - REQUIRED | | | |
| Summary of school improvement results | X | Local records | X |
| Notice of availability of School Advisory Council Report | X | Local notice required on each SPAR | X |
| Lottery dollar expenditure data | X | Local records | X |
| School financial report* | X | | X |
| School performance grade | X | Published school grade report | X |
| ADDITIONAL INFORMATION - AVAILABLE | | | |
| October membership | ** | Survey 2 | |
| Enrollment - all students, all year | ** | Survey 5 | |
| Free and reduced-price lunch | *** | Survey 2 | |

* Data for this addendum to the SACRs will be available to school district finance personnel by January 16, 2001

** Optional for SPAR

*** Optional for SPAR on elementary and middle school reports; not included on high school reports



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ASSESSMENT

Educational assessment exists within the framework of the school improvement process. Since each school is recognized as the unit of education accountability, stakeholders within each school will gather information in order to make informed decisions when allocating resources, deciding on successful programs, and challenging students to improve their achievement of standards.

Educational assessment is a complex matter, given the variety of goals which schools must accomplish and the challenge of helping students prepare for a highly technological society. Florida's educational assessment must be based on the state's goals and standards and must use a variety of measures with which to build a web of useful information. No single indicator can describe whether students are ready for school, whether the learning environment is positive, or whether students effectively use mathematical operations and concepts.

ADEQUATE PROGRESS

For a student, adequate progress is what is determined as necessary by the teacher, student, and parent, for the student to progress toward the exit-level standards and outcomes required in Goal 3, Student Performance.

For a school, adequate progress is the degree to which the gap between "what is" and "what should be" is closed. This cannot be determined until performance standards are implemented, comprehensive needs assessments are conducted, and school advisory councils have cooperatively developed a school improvement plan. Adequate progress is defined in the school improvement plan and approved by the local school board.

Schools that receive a performance grade of "F" are considered as having failed to make adequate progress for that year.

SCHOOL ADVISORY COUNCIL

1. Question: Are all schools required to have a School Advisory Council?

Answer: In those districts where more than 10,000 students are served, each school is required to have a School Advisory Council. Although each school is encouraged to establish a council, any district that has a student population of 10,000 or fewer may establish a district advisory council. Each school in the district must be represented on the district advisory council. Section 229.58(1)(a), F.S.

For those schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs, school boards may establish a district advisory council with appropriate representatives for the purpose of developing and monitoring a district school improvement plan which encompasses all such schools in the district, pursuant to s. 230.23(16)(a). Section 229.58(1)(c), F.S.
2. Question: Who serves on the advisory council?

Answer: The council must be composed of teachers, education support employees, students, parents, and business and community members who are representative of the ethnic, racial, and economic communities served by the school. Vocational-technical center and high school advisory councils must include students, middle and junior high school advisory councils may include students. The School Advisory Councils of vocational-technical and adult education centers are not required to include parents as members. A majority of the members of each SAC must be persons who are not employed by the school. Section 229.58(1)(a), F.S.
3. Question: How are School Advisory Council members determined?

Answer: The statute requires that teachers, education support employees, students, and parents be elected by their representative peer groups in a fair and equitable manner. The school board establishes procedures for use by schools in selecting business and community members. These procedures must include means of ensuring wide notice of vacancies and for taking input on possible members from local business, chambers of commerce, community and civic organizations and groups, and the public at large. If a school advisory council is determined not to be representative of the community, the school board will appoint additional members to achieve proper representation. Section 229.58(1)(a), F. S.

4. Question: What are the duties of the School Advisory Council?
- Answer: Each council shall assist in the preparation and evaluation of the School Improvement Plan. The plan is designed to achieve the state education goals and student performance standards. Beginning in 1999-2000, the School Improvement Plan shall also address issues relative to budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation, as determined by the school board. The SAC shall assist in preparing the school's annual budget and plan. Each council shall also perform such functions as prescribed by school board regulation; however, no advisory council shall have any of the powers and duties now reserved by law to the school board. The school advisory council also decides how lottery enhancement funds for school improvement will be spent. These moneys may not be used for capital improvements, nor any project or program that has a duration of more than one year. If a school does not have a school advisory council, the district advisory council must appoint a parent advisory committee composed of parents of students enrolled in that school, which is representative of the ethnic, racial, and economic community served by the school, to advise the principal on the programs or projects to be funded. Section 229.58(2), F. S., Section 230.23(6)(d), F. A.
5. Question: If the school board establishes a district advisory council, in addition to each school having an advisory council, is there a statutory requirement on the make-up of the district advisory council?
- Answer: Yes. The district advisory council must be representative of the district and composed of teachers, students, parents, and other citizens. The district advisory council may be comprised of representatives of each School Advisory Council. Section 229.58(1)(b), F. S.
6. Question: May a school have other support groups in addition to the School Advisory Council required by statutes?
- Answer: Yes. Support groups such as Parent-Teacher Organizations and booster clubs are encouraged.
7. Question: Are the meetings of the School Advisory Council subject to government in the sunshine statutes?
- Answer: Yes. All meetings and records must be open and available to the public. There must be proper notification of all meetings. Section 286.011, F. S. and Section 119.07, F. S.

SCHOOL ADVISORY COUNCIL TRAINING



ACRONYMS

ACRONYMS

| | |
|--------|---|
| AASA | American Association of School Administrators |
| ABE | Adult Basic Education |
| ACEE | Area Centers for Educational Enhancement |
| AFT | American Federation of Teachers |
| AIP | Academic Improvement Plan |
| ASCD | Association of Supervision & Curriculum Development |
| CAILDR | Center for Advanced International Leadership Development & Renewal |
| CBE | Community Based Education <i>or</i> Competency-Based Education |
| CEED | Center for Education Enhancement & Development |
| CEOLDP | Chief Executive Officer Leadership Development Program |
| CRISS | Creating Independence Through Student Owned Strategies |
| CTB | Competency Testing Battery |
| DRS | Developmental Research Schools |
| DPS | Division of Public Schools |
| DPSCE | Division of Public Schools & Community Education |
| EPA | Environmental Protection Agency |
| EMG | Education Management Group (Distance Learning) |
| ERDC | Educational Research & Development Center |
| ESE | Exceptional Student Education |
| ESOL | English for Speakers of Other Languages |
| FADSS | Florida Association of District School Superintendents |
| FAIRS | Florida Agricultural Information Retrieval System |
| FASA | Florida Association of School Administrators |
| FASD | Florida Association for Staff Development |
| FEA | Florida Education Association/United |
| FEFP | Florida Education Finance Program |
| FCAT | Florida Comprehensive Achievement Test |
| FCEM | Florida Council on Educational Management |
| FDLRS | Florida Diagnostic Learning Resources System |
| FIRN | Florida Information Resource Network |
| FEEDS | Florida English Education Delivery System |
| FLT | Florida League of Teachers |
| FOIL | Florida Organization of Instructional Leaders |
| FRLS | Florida Remote Learning Service |
| FSBA | Florida School Board Association |
| FSLR | Florida School Labor Relations |
| FTE | Full Time Equivalent |
| FTP | Florida Teachers' Profession |
| GED | General Education Development Exam |
| HEC | Higher Education Consortium <i>and</i> Heartland Education Consortium |
| HRMD | Human Resource Management and Development |
| HSCT | High School Competency Test |
| HSTW | High Schools That Work |

| | |
|--------|---|
| IEP | Individual Education Plan |
| IFAS | Institute of Food & Agricultural Sciences |
| JTPA | Jobs Training Partnership Act |
| LEA | Local Education Agency |
| LEAD | Leadership in Educational Administration Development |
| LEP | Limited English Proficiency |
| LSI | Learning Systems Institute |
| MIS | Management Information System |
| NASHEC | National School Health Education Coalition |
| NEA | National Education Association |
| NEFEC | North East Florida Education Consortium |
| O & M | Organizational and Management Studies |
| OPPAGA | Office of Program Policy Analysis & Government Accountability |
| OSI | Office of School Improvement |
| PAEC | Panhandle Area Educational Cooperative |
| PMDN | Panhandle Management Development Network |
| PECO | Public Education Capital Outlay |
| RTAC | Regional Title I Technical Assistance Center |
| SAC | School Advisory Councils |
| SAP | School Advisor Program |
| SAT | Scholastic Assessment Test |
| SATSY | Salary Attribution Base System |
| SCANS | The Secretary's Commission on Achieving Necessary Skills |
| SCERMP | South Central Educational Risk Management Program |
| SIP | School Improvement Plan |
| SIT | School Improvement Team |
| SITE | Site Based Management Team |
| SIRC | School Improvement Resource Center |
| SSI | Statewide Systemic Initiative |
| STW | School to Work |
| TA | Technical Assistance |

SCHOOL ADVISORY COUNCIL TRAINING



RESOURCES

RESOURCES

MATERIALS & PUBLICATIONS

FLORIDA DEPARTMENT OF EDUCATION
325 W. Gaines Street
Tallahassee, FL 32399-0400

<http://www.firn.edu.doe>

Office of Policy Research and Accountability
1014 Turlington Building
850-488-0158

**Florida System for High-Quality Schools*
**Florida School Recognition Program*

Student Assessment Services Section
414 Turlington Building
850-488-8198
**FCAT*

Curriculum, Instruction & Assessment
532 Turlington Building
850-488-5011
**Sunshine State Standards*

Office of School Improvement
424 Turlington Building
850-487-1023
**A Technical Assistance Document for Evaluating Your School Improvement Process*
**POSITIVE News newsletter*

Education Information & Accountability Services
852 Turlington Building
850-487-2280
**Florida School Indicators Report*

Education and Community Partnerships
126 Turlington Building
850-488-8385
**Family Resource Directory*
**Primer for School Improvement & Accountability*

SERVE
1203 Governor's Square Blvd.
Suite 400
Tallahassee, FL 32301
800-352-6001 and 850-671-6000

<http://www.serve.org>

**Planning for School Improvement: A Report on a Comprehensive Planning Process*

IMPORTANT WEB SITES

School Improvement Process

<http://osi.fsu.edu>

Sunshine State Standards and Assessment (includes access to sample FCAT items)

<http://www.firn.edu/doe/curric/prek12/main.htm>

FCAT Resources and Support Materials

<http://www.firn.edu/doe/bin00054/feat.htm>

Data Analysis Tools (EXEL templates, Review Forms and DART 2.0)

<http://osi.fsu.edu>

Electronic Curriculum Planning Tool Version 2.0

<http://www.firn.edu/doe/curric/prek12/ecpt.htm>

Teachers and Staff (Workshops, etc.)

<http://www.firn.edu/doe/bin00061/home0061.htm>

<http://www.beaconlc.org>

<http://www.scholar.coe.uwf.edu>

<http://www.firn.edu/doe/bin00024>

RESOURCES

MATERIALS

Action for Children & Families Through Teaming, ACTT

Technical assistance intervention designed to enhance family partnerships with local school districts and agencies. Available through FDLRS or Office of School Improvement, Family Involvement Unit

Needs assessment for Florida Schools, School Improvement Team Materials and lending library of videotapes available to principals and superintendents

Florida Association of District School Superintendents
Center for Organizational and Leadership Development
P. O. Box 1108
208 S. Monroe St.
Tallahassee, FL 32302-1108
(850) 488-5099

A Technical Assistance Document for Evaluating Your School Improvement Process

Office of School Improvement
Florida Department of Education
424 Turlington Building
325 W. Gaines Street
Tallahassee, FL 32399-0400
(850) 487-1023
SunCom 277-1023
1-800-447-1636

Family Resource Directory: The Nuts & Bolts of Family Involvement

Office of Business and Education Alliances
Florida Department of Education
126 Turlington Building
325 W. Gaines Street
Tallahassee, FL 32399-0400
(850) 488-8385

A Guest in My Home: A Guide to Home Visiting Partnerships that Strengthen Families and Communities

Family & Community Health, and
Children & Families Program Office
Florida Department of Health and Rehabilitative Services
1317 Winewood Boulevard
Tallahassee, Florida 32399-0700

HUMAN RESOURCES

Region XIV Comprehensive Assistance Center

1111 North Westshore Boulevard

Suite 305

Tampa, FL 33607

(800) 756-9003

Sunshine State Public Relations Association (SUNSPRA)

P.O. Box 2118

Deland, FL 32720-2118

(904) 734-7190

SouthEastern Regional Vision for Education (SERVE)

Deputy Executive Director

345 S. Magnolia Drive

Suite D23

Tallahassee, FL 32301

(850) 671-6000

(800) 352-6001

Fax (850) 671-6020

<http://www.serve.org>

District School Improvement Director

District Staff Development Director

Panhandle Management Development Network, PMDN

Dr. Pete Payton, Director

30 E. Texar Drive

Pensacola, FL 32503

(850) 469-5605

Florida Diagnostic and Learning Resources System (FDLRS)

FDLRS Westgate, Pensacola, (850) 469-5423

FDLRS/PAEC, Chipley, (850) 638-6131

FDLRS/Miccosukee, Tallahassee, (850) 487-2630

Local PTA

Local Family Network on Disabilities

To provide support, training and information to parents of exceptional children for the purpose of obtaining the most appropriate services for such children through advocacy, public education, referral and special services. Serves parents who have children with disabilities. Hotline number is 1-800-TALK-PEN

LOCAL CONTACT LIST

DEPARTMENT OF CHILDREN AND FAMILIES

1. **Family Safety and Preservation**

Contact Person: _____ Phone # _____

Child Protective Investigations

Contact Person: _____ Phone # _____

Subsidized Child Care

Contact Person: _____ Phone # _____

Family Support and Prevention

Contact Person: _____ Phone # _____

Permanency Planning

Contact Person: _____ Phone # _____

Domestic Violence Programs

Contact Person: _____ Phone # _____

2. **Alcohol, Drug Abuse and Mental Health**

Contact Person: _____ Phone # _____

Community Mental Health

Contact Person: _____ Phone # _____

Individual, Group and Family Therapy

Contact Person: _____ Phone # _____

Crisis Programs

Contact Person: _____ Phone # _____

Adult Mental Health

Contact Person: _____ Phone # _____

Geriatric Services

Contact Person: _____ Phone # _____

Chemical Dependency Programs

Contact Person: _____ Phone # _____

Children's Services

Contact Person: _____ Phone # _____

3. **Developmental Services**

Contact Person: _____ Phone # _____

4. **Economic Self Sufficiency**

Contact Person: _____ Phone # _____

5. **Specialized Services**

Abuse Hotline

Contact Person: _____ Phone # _____

Client Rights

Contact Person: _____ Phone # _____

Volunteer Services

Contact Person: _____ Phone # _____

One Church, One Child

Contact Person: _____ Phone # _____

Case Review Committee

Contact Person: _____ Phone # _____

DEPARTMENT OF HEALTH

1. **Children's Medical Services**

Contact Person: _____ Phone # _____

Family Resource Specialist

Contact Person: _____ Phone # _____

2. **Health**

Contact Person: _____ Phone # _____

3. **Healthy Start**

Contact Person: _____ Phone # _____

SCHOOL SYSTEM

Student Services Director

Contact Person: _____ Phone # _____

School Psychologist

Contact Person: _____ Phone # _____

School Social Worker

Contact Person: _____ Phone # _____

Guidance Counselor

Contact Person: _____ Phone # _____

School Nurse

Contact Person: _____ Phone # _____

Vocational Specialist

Contact Person: _____ Phone # _____

Speech and Language Therapist

Contact Person: _____ Phone # _____

Occupational Therapist

Contact Person: _____ Phone # _____

ESE Director

Contact Person: _____ Phone # _____

FDLRS

Contact Person: _____ Phone # _____

Adult and Community Education Director

Contact Person: _____ Phone # _____

Alternative Education

Contact Person: _____ Phone # _____

Regular Education Services

Contact Person: _____ Phone # _____

SEDNET

Contact Person: _____ Phone # _____

Title I

Contact Person: _____ Phone # _____

ESOL

Contact Person: _____ Phone # _____

School Accountability

Contact Person: _____ Phone # _____

JUVENILE JUSTICE, LEGAL AND COURT SYSTEMS

1. **Police Department**
Contact Person: _____ Phone # _____
2. **Sheriff's Department**
Contact Person: _____ Phone # _____
3. **Juvenile Court**
Contact Person: _____ Phone # _____
4. **Public Defender**
Contact Person: _____ Phone # _____
5. **Legal Aid Foundation**
Contact Person: _____ Phone # _____
6. **Legal Services, Inc.**
Contact Person: _____ Phone # _____
7. **Guardian Ad Litem**
Contact Person: _____ Phone # _____
8. **Victim's - Witness Assistance Unit**
Contact Person: _____ Phone # _____
9. **Bureau of Crimes Compensation and Victim Witness Services**
Contact Person: _____ Phone # _____
10. **Department of Juvenile Justice**
Contact Person: _____ Phone # _____

SPECIALIZED SUPPORT AGENCIES

1. **Recreation Department (City Service)**
Contact Person: _____ Phone # _____

YMCA
Contact Person: _____ Phone # _____

Boy Scouts
Contact Person: _____ Phone # _____

Girl Scouts
Contact Person: _____ Phone # _____

2. **Counseling and Support Groups**
Hospice
Contact Person: _____ Phone # _____

Private Therapists
Contact Person: _____ Phone # _____

Spouse Abuse Shelters
Contact Person: _____ Phone # _____

3. **Teen Pregnancy Service**
Children's Home Society
Contact Person: _____ Phone # _____

Planned Parenthood
Contact Person: _____ Phone # _____

4. **Parent Education and Support**
Contact Person: _____ Phone # _____

Family Network on Disabilities
Contact Person: _____ Phone # _____

Florida Prevention Association
Contact Person: _____ Phone # _____

5. **Job-Related Services**
Job Corps
Contact Person: _____ Phone # _____

Vocational Rehabilitation

Contact Person: _____ Phone # _____

AA/ALA TEEN/AL-ANON

Contact Person: _____ Phone # _____

Narcotics Anonymous

Contact Person: _____ Phone # _____

Overeaters Anonymous

Contact Person: _____ Phone # _____

Parents Network

Contact Person: _____ Phone # _____

Foster Grandparents

Contact Person: _____ Phone # _____

Parent Care

Contact Person: _____ Phone # _____

6. **Other**

Public Library

Contact Person: _____ Phone # _____

Transportation

Contact Person: _____ Phone # _____

United Way

Contact Person: _____ Phone # _____

Hospitals

Contact Person: _____ Phone # _____

Information and Referral Service

Contact Person: _____ Phone # _____

University

Contact Person: _____ Phone # _____

SCHOOL ADVISORY COUNCIL TRAINING



LOCAL AGENCY DIRECTORY

DEPARTMENT OF CHILDREN AND FAMILIES

The Department of Children and Families assists Florida's most vulnerable citizens -- children, elderly people, Floridians with disabilities or mental illness -- and helps individuals and families solve their problems and take care of themselves. The department is committed to investing in services that work to make a positive, measurable difference in people's lives and build strong, stable communities.

Children and Families' program categories:

- 1) Family Safety and Preservation: Programs for people age 60 or older and disabled adults 18-59 years of age, and families with problems affecting their children:
 - a. Dependency: Child Protective Investigation (CPI)
Subsidized Child Care
Family Support & Prevention
Family Preservation
Permanency Planning
Domestic Violence Programs
 - b. Children in need of services/families in need of services (counselors)
- 2) Substance Abuse and Mental Health
- 3) Developmental Services: help for people who have developmental disabilities
- 4) Economic Self-Sufficiency: short-term financial assistance while families transits into the workforce

Children and Families' also operates residential facilities and services for people with special needs. These facilities include state mental hospitals and facilities for developmentally disabled people. The department provides residential services located in the community, such as group homes (for children and adults).

Department offices are located in all Florida counties and most cities. Counties are grouped into districts for administrative purposes. There are fifteen districts statewide; each under the direction of a district administrator.

1) FAMILY SAFETY AND PRESERVATION

The goal of all child welfare services is to provide for every child in need, a permanent, secure, loving environment that will help him/her grow and develop to his/her fullest potential.

In recent years, the department's child protection strategy has shifted to put a greater emphasis on keeping families together by giving them the support, education, and help they need to provide a safe, nurturing home for their children. Today, only 4 percent of children found to be abused or neglected are removed from their homes. Instead, the department employs a variety of community-based family support programs and, when necessary more intense family preservation programs to keep families safely together.

The Family Builders Program has been successful in keeping families together and reducing the need to remove children from their homes. An independent evaluation of the program found that 88 percent of the families who received services did not have an additional abuse or neglect report filed against them in the following six months. Since 1991, the number of children entering foster care in Florida has dropped, while nationally the foster care population grew.

On October, 1995, the department significantly changed the way it does business with families. As a result of legislation passed during the 1995 session, the department no longer labels people who commit child abuse or neglect, a classification that could negatively affect a person's chances for employment and that places the department in an adversarial posture with families.

Now, all reports about a child who may have been abused or neglected are handled through the Family Service Response System. This approach which is tailor-made to meet the local needs of each community, represents a shift away from workers as adversarial investigators. Instead, the department can fulfill its mission of social work in a way that is respectful of families, drawing on their strengths while balancing the need to protect children and the desire to keep families together.

Family Preservation programs offer specialized social services for dependent children who have been abused or neglected by Their parents or guardians. Casework services are family-oriented and are based on clearly defined goals, a prescribed schedule of contacts and a built-plan of periodic evaluation of continued need. The purpose of casework in protective services is to ensure the continued protection of the child while providing counseling and related support services designed to maintain the family unit. Also to assist parents in developing the skills required to meet the minimum needs of their child.

Sometimes children must be removed from their homes because their families are unable to adequately care for them. Emergency shelter offers short-term placement. Many types of foster care placements are also available for longer periods. Foster care must be viewed as an interim placement process to provide care for children until they are reunited with their family or are provided with another type of permanent living situation. All foster care cases require a permanency placement plan. For some older children, preparation for independent living is the best plan.

The department is responsible for assuring that each child known to need adoption services is afforded every opportunity to secure a permanent family. The

identification, preparation and placement of such children is the responsibility of the department's foster care and adoption staff.

For every child whose biological family seems unlikely to provide or offer permanence, adoption should be considered from the very beginning, along with other alternatives, as the department develops a plan that will best meet the child's needs. It is the department's philosophy that adoption is a child focused service. The department is not attempting to find children for couples, but rather is searching for families who best meet the needs of children for whom the department is responsible. This child-focused approach identifies the child as the primary client of the department in the adoption process. For more information contact 1-800-96ADOPT.

The department also provides shelter and counseling services for adult victims of family violence.

2) SUBSTANCE ABUSE AND MENTAL HEALTH

This program helps adults and children who have severe and persistent mental illness, serious emotional disturbance, or who have drinking or drug problems.

Services are offered throughout the state in community mental health and substance abuse agencies, professional staff are available in most communities to provide assessment and therapeutic counseling. A 24-hour, 7 days per week crisis counseling hotline may also be available in most areas.

State mental health treatment facilities are available for people who need to be hospitalized for their own protection or for the protection of others. Florida law protects these persons' rights during the period of hospitalization and treatment.

Drug treatment programs include residential treatment to day-care to methadone maintenance and detoxification. A specialty hospital at Avon Park provides intensive treatment for persons with severe drinking problems. The Alcohol, Drug Abuse, and Mental Health Programs also work with the courts to provide help for people who have been arrested as a result of drug or alcohol problems.

Children's Mental Health provides services for children under the age of 18, with or at risk of serious emotional disturbance. Serious emotional disturbance is defined as a diagnosed mental emotional or behavioral disorder of sufficient duration to meet diagnostic criteria specified within DSM IV and resulting in functional limitations which substantially interfere with or limit the child's role or functioning in family, school, or community activities and which is expected to continue for a year and is not considered a temporary response to a stressful situation. Serious emotional disturbance is measured as any child:

- enrolled in a special education program for the emotionally handicapped or for the seriously emotionally disturbed within at least the last six months;

-or with a diagnosis of schizophrenic disorder, major depression or bipolar disorder;

-or with another diagnosis in the DSM IV who also has a score of 60 or below on the Axis V Global Assessment of Functioning Scale. (Diagnoses not to be included without corresponding emotional disturbances are mental retardation, autism or substance abuse.)

Children "at risk" of serious emotional disturbance do not meet the definition of serious must be considered at high risk of developing serious limitations in functioning due to emotional distress if services are not provided. The child will have a DSM IV diagnosis; will not yet be experiencing significant limitations in functioning, but, without treatment, will be at high risk for reduced functional ability. This at risk category must be justified by a significant change in autonomous functioning, functioning in school or work. Any child who is a victim of documented sexual or physical abuse or severe neglect meets the at risk definition.

The Children's Mental Health system of care focuses on providing services families need to maintain children with serious emotional disturbance at home and in their schools and communities. This family-centered approach to services is based on the promise that living in a and strengthen the family unit, parents and other caregivers must have access to the supports and skills needed to manage the stress of caring for a child with special needs. This supportive approach to providing services to families is to ensure that parents and other caregivers remain fully involved with their children and their children's care whenever possible.

Operational authority for Children's Mental Health services is statutorily delegated to the 15 department service districts, each of which has a district-level program office for Substance Abuse and Mental Health services. Within each of these district program offices, there is at least one program specialist who has primary responsibility for children's mental health services, including negotiating and monitoring the service contracts.

All Children's Mental Health services are delivered through purchasing mechanisms from private for-profit and non-profit service providers, either by contract under rate agreements or on a fee-for-service basis. The range of providers includes community mental health centers, private psychiatric hospitals, and clinical social workers. Districts also may contract with other governmental entities such as school districts. Local governments provide matching funds for a portion of the budget.

Each district provides a broad array of services and the quantities and types of services vary across districts as measured by both per capita funding and percent of need met. No district is funded for 100 percent of need. Although the service array varies among the districts, services may include: prevention, intervention, assessment, crisis support and emergency services, children's crisis stabilization units, case management, outpatient treatment, day treatment, respite care, in-home and on-site services, therapeutic foster care, therapeutic group homes, purchased residential services, and transitional services

for older adolescents. For information on services available locally, contact the respective District Alcohol Drug Abuse and Mental Health Program.

DEVELOPMENTAL SERVICES

This program serves people with developmental disabilities who are aged three and older. A developmental disability is defined in Florida as mental retardation, cerebral palsy, autism, spinal bifida and Prader-Willi syndrome. Supporters and services are designed to help a person live as normally as possible and develop skills that will enhance his/her independence.

Florida law requires that individuals with developmental disabilities receive services in the most appropriate setting for their respective ages and that their legal or human rights be recognized throughout the system. These rights are safeguarded by federal and state legislation and citizen committees that can be reached through local department offices.

In 1993, legislation created Family Care Councils in each district. The councils now in the early stages of development, are seen as critical to improving family supports for people with developmental disabilities and their families. Each council is composed of nine members, half of whom must be family members or guardians of individuals with developmental disabilities and the other half persons with developmental disabilities. They are charged with advising department Health and Human Services Boards in their respective geographic areas, developing a plan for family supports in each district, monitoring the effectiveness of services and supports under that plan, reviewing expenditures and making recommendations to the board, and providing information and outreach to families.

The department is one of the lead agencies for implementing welfare reform or WAGES (Work and Gain Economic Self Sufficiency). Children and Families provide short-term financial assistance and child care to poor families, while working with the Department of Labor and Employment Security to link adults with paying jobs and with the Department of Revenue to collect child support payments.

D. ONE CHURCH, ONE CHILD OF FLORIDA, INC.

The One Church, One Child of Florida program was implemented in March 1988, to assist the department in locating adoptive parents for the hundreds of black children in need of permanent homes. There are 23 board members throughout Florida, representing 11 districts, and a Program Director located at the department's headquarters in Tallahassee. This program works in cooperation with the adoption staff who are located in the 11 districts of Florida.

Historically, the black community has taken the responsibility of caring for its own whenever necessary. However, today many black children do not have traditional family

support and black families are becoming overburdened with economic hardships; consequently, many black children are entering the foster care system indefinitely.

There is a belief that black children need to be reared in settings that reinforce their visual image of themselves. This promotes ethnic pride, along with helping them to understand their cultural heritage.

Since the implementation of the One Church, One Child of Florida program, an increasing number of black children have been placed with adoptive families. The success is due not only to the partnership between the church and state, but due to the recognition by the black community of the need to take care of its own.

E. CASE REVIEW COMMITTEE

Responsibilities of the District Case Review Committee include:

1. The District Case Review Committee shall ensure that persons under age 18 are admitted to a state treatment facility only when such placement is the last and only appropriate available treatment option.
2. Upon receipt of notification from a community mental health center or clinic that a person under age 18 is pending possible involuntary placement, the Committee shall review the possibility of alternative placements to State hospitalization. The Committee shall present written findings and recommendations, along with the recommendation of the community mental health center or clinic, to the court prior to the scheduled hearing for involuntary placement.
3. In cases of potential voluntary admissions of minors to state treatment facilities, the District Case Review Committee shall review the possibility of alternative placements.
4. The Committee shall routinely monitor persons under age 18 in State treatment facilities at a minimum of 90 day intervals to ensure that they receive immediate consideration for less restrictive community-based placements.

Each district shall establish a case review committee to review and approve referrals to programs including state facilities.

The Case Review Committee is comprised of representatives from the department's program offices, mental health, clinical psychology, education and other representatives as determined by the district administrator.

5. The purpose of the district case review committee is to provide for uniform case review and approval of residential treatment for emotionally disturbed children and adolescents. Furthermore, the Committee ensures that residential services are

approved only when those services are needed and ensures that they are least restrictive and most beneficial treatment available. This committee will also assign a case manager to each child placed.

DEPARTMENT OF HEALTH

1) CHILDREN'S MEDICAL SERVICES

Children's Medical Services (CMS) provides care primarily for eligible children under age 21 who have chronic, disabling medical problems.

A child's medical condition may be treated in a local CMS clinic or in appropriate hospitals and referral centers.

Clinics provide pediatric services as well as specialty clinic services such as cardiac, neurology, orthopedics, eye, ear, nose and throat. Children eligible for CMS services may receive specialized medical care in renal disease, genetic disorders, diabetes, spinal cord injury, prenatal, hematology, oncology and poison control.

Statewide programs also provide valuable services to infants and children. The statewide programs include pulmonary, rheumatology, cleft lip and palate, infant metabolic screening, infant hearing screening and rheumatic fever. The child protection teams also provide services for abused and neglected children.

HRS, CMS serves as the lead agency for the implementation of Part H legislation for infants and toddlers in Florida.

The Children's Medical Services (CMS) Early Intervention Program includes three components: the Developmental Evaluation (DEI) Program, the Individuals with Disabilities Education Act (IDEA) Part H Program and services provided under Chapter 383, F. S. for children 0 to 36 months of age. Each of these components is under the umbrella of Florida's CMS Early Intervention Program (EIP).

The DEI Program component is a coordination of service programs intended to enhance the family's ability to maximize their child's potential. At risk infants are identified in the National Intensive Care Unit (NICU) within five days of the infant's admission or stabilization. The DEIO Program provides multidisciplinary evaluations followed with service coordination to eligible infants and their families at the level desired by the family. Service coordination is based on the Family Support Plan which is modified as a response to the changing needs of the infant and family.

Contingent upon infant and family needs after discharge, infants are served by the DEI Program until age three (3) or until they no longer need program services. Infants and their families are served through regularly scheduled clinic visits and evaluations which are conducted throughout the eligibility period based on periodic schedules and presented needs. Infants and families are also served through an integrated home visiting program performed by qualified professionals including social workers, nurses and child developmental specialists. The DEI Program serves as a vital link between CMS and other agencies who serve children in the State of Florida.

The Infant Hearing impairment component of the DEI Program was established in 1982 and was integrated into the DEI Program in 1991. Its purpose is to identify hearing impairment as soon as possible so that medical and/or educational management can be provided as early as practical. Early detection of hearing impairment is essential for treatment and subsequent development of communication skills. This component screens, identifies, diagnoses, and manages services for infants at risk for hearing impairment.

The Part H Program, a federal entitlement, is a statewide, community-based comprehensive, coordinated, family-focused, multidisciplinary, interagency program of early intervention services for infants and toddlers with established conditions or developmental delay and their families. Part H services include identification, evaluation, service coordination, and Family Support Plan development as well as early intervention services such as physical therapy and occupational therapy. The Part H program was implemented in Florida in September, 1993.

Effective January 1, 1994, the CMS Early Intervention Program is to enhance the development of Florida's infants and toddlers with disabilities. It is an important component of Florida's Healthy Start initiative.

The three components of the Early Intervention Program (DEI/HIP, Part H, and Chapter 393) are administered by the Children's Medical Services Program. The Children's Medical Services Program within the Department of Health and Rehabilitative Services is Florida's Title V Agency and serves the State's children who have special health care needs.

Role of Parent Consultants in the CMS/EIP Systems

- a. CMS Parents consultants-CMS currently employs two statewide Parent Consultants to assist in activities that relate to families and the services they receive through CMS and related Programs. The Consultant participation in site reviews of district offices and services and guidelines that effect families, the development and support of programs and initiatives that will strengthen and promote family independence, participation in CMS and EIP trainings and meetings to advocate the views of families and consumers, networking with other state and national initiatives, and serving as a technical assistance resource for CMS and contracted programs.
- b. CMS/EIP Family Resource Specialists (FRS)-A FRS is located in each HRS district and subdistrict as community link to support family centered efforts and activities within local CMS programs. The FRS participates in family support activities, trainings, site reviews, technical assistance initiatives, program review and development, and interagency networking with the goal of increasing family centeredness.

2) HEALTH

Public health services in Florida are offered through each county's health unit. Some services are free of charge, while other services are based on a sliding fee scale. Services offered by the program include health education, evaluation and treatment. They also provide an inspection function such as inspecting health standards at restaurants.

County health units provide free immunizations (shots) required by law for children entering school, along with flu shots and vaccinations.

Examinations are available for infants and children at the health unit, along with hearing and vision testing. Periodic checkups are available to children and teenagers. Dental care is sometimes available to people on limited incomes.

County health units test for communicable diseases like venereal disease (VD) and other sexually transmissible diseases. The unit also examines people to discover chronic (lengthy and continuing) diseases, like tuberculosis (TB).

All pregnant women need to learn of the importance of good nutrition and how to attain and/or maintain the nutrition level needed. Low-income pregnant women have the additional problem of actually obtaining the appropriate nutrients required to attain a good nutritional status. A program designed to address this very problem is the Supplemental Food Program for Women, Infants, and Children (WIC). WIC seeks to improve the nutritional status of low-income, pregnant and postpartum women and their infants and children up to age five, through the provision of nutritional risk assessments, food supplementation, nutrition education and health and social service referrals. Family Planning (including birth control) services are also available.

Additional services provided by the health program include investigation of animal bites, septic tank installation inspections, drinking water analysis, public swimming pool inspection and regulation of various health and environmental professions. Health units also provide certified copies of vital records such as birth certificates.

3) HEALTHY START

The landmark and innovative Healthy Start initiative, signed into law on June 4, 1991, continues to have an impact on the well-being of Florida's pregnant women, infants, and their families. Healthy Start is based on the foundation of optimal prenatal care which includes:

- preconceptional counseling,
- the use of birth control methods to space births,
- prenatal care,
- delivery service,
- postnatal and newborn care, and
- primary health care.

Healthy Start Prenatal and Infant Health Care Coalitions assure local leadership and participation in designing and implementing local service delivery systems. Thirty Healthy Start Coalitions have been established, and collectively they represent all counties of the state.

Florida's Healthy Baby Hotline (1/800/451/BABY) is staffed by trained counselors to provide information on health and social services, substance abuse treatment, childbirth education, WIC, immunizations, well baby care, Medicaid, preconceptional, prenatal, family planning, breast-feeding and helps callers obtain needed information, referrals, supportive counseling, and advocacy assistance. During 1993, the Hotline handled 8,727 calls.

Universal Healthy Start Risk Screening provides a mechanism for early identification and intervention for at-risk pregnant women, infants and their families to prevent or minimize adverse outcomes.

Healthy Start Care coordination and other essential services are offered to all pregnant women and infants who screen at-risk or who are referred by themselves or their health care provider for care coordination for reasons other than score.

Care coordination and other essential services are designed to link individuals and families with the support and care needed to supplement and complement the good care provided by the prenatal or primary care providers. Services include;

- Outreach and case finding,
- Information and referral,
- Comprehensive assessment of service needs,
- Ongoing care coordination and support to assure access to needed services,
- Family Support Planning,
- Psychosocial counseling,
- Nutritional counseling,
- Smoking cessation counseling,
- Childbirth support and education,
- Parenting support and education,
- Breast-feeding support, and
- Home visiting.

SCHOOL SYSTEM

1. STUDENT SERVICES DEPARTMENT

Children and youth under 21 need support services to reach their maximum potential in the school setting. Student services provide these services to children referred and determined eligible by an interdisciplinary team of professionals. This team usually includes the School Psychologist, School Social Worker, Guidance Counselor, School Nurse, Vocational Specialists, Speech and Language Therapists and Occupational Therapist.

To ensure quality education the following services are provided: diagnostic testing for potential placement in Exceptional Education programs; counseling; diagnostic testing; vocational needs; parent training; teacher consultation; truancy follow-up; and other needs of the school community.

2. EXCEPTIONAL STUDENT EDUCATION DEPARTMENT

Children and youth under 21 who have been determined eligible by staffing committee in the ESE Department receive services of a classroom structured for the following exceptionalities: Specific Learning Disabled; Emotionally Handicapped; Severely Emotionally Disturbed; Profound Trainable, or Educable Mentally Handicapped; Vision Impaired; Language Impaired; Gifted; or Physically Impaired.

Services include: a self-contained classroom or resource room with a teacher trained to meet the individual's child's educational needs; family support services; diagnostic update every three years; and a written education plan individualized for that child's needs. (I.E.P.).

3. THE FLORIDA DIAGNOSTIC AND LEARNING RESOURCES SYSTEM

FDLRS provides diagnostic and instructional support services to district exceptional education programs statewide which are available to district, agency, community, and other personnel working with exceptional students, as well as parents and families. FDLRS is comprised of 19 Associate Centers that provide direct services to all 67 school districts in the state. Consistent with Section 229.832, 229.834, Florida Statutes.

Functions of the Associate Centers include:

- enhancement of learner outcomes
- partnerships between families and professionals
- student identification and evaluation
- inservice training, instructional technology
- interagency services
- implementation of state educational goals and priorities.

4. ADULT AND COMMUNITY EDUCATION

Provides educational programs as identified by the community.

5. ALTERNATIVE EDUCATION PROGRAMS

For children who need an alternative approach to education.

6. REGULAR EDUCATION SERVICES

The basic education provided for all children.

7. MULTIAGENCY SERVICE NETWORK FOR STUDENTS WITH SEVERE EMOTIONAL DISTURBANCE (SEDNET)

Children with emotional handicaps (EH) and severe emotional disturbance (SED) are among the most challenging students in our public schools. These are multiproblem children whose families are often being served by several community agencies for a wide range of mental health, economic and social service needs. To assist in the planning, implementation and development of effective intervention programs which are both intensive and consistent between home and school and highly coordinated among family, treatment professionals, all involved community agencies, the Multiagency Network for Students with Severe Emotional Disturbance (SEDNET) was authorized by the Florida Legislature in 1981 (Section 230.2317, Florida Statutes). This hallmark legislation directed the Florida Department of Education and the Florida Department of Health and Rehabilitative Services to work collaborating to develop a comprehensive system of care for students with emotional disabilities and their families.

See Your Local District:

8. TITLE I DIRECTOR

9. ESOL DIRECTOR

10. SCHOOL ACCOUNTABILITY CONTACT

JUVENILE JUSTICE, LEGAL AND COURT SYSTEM

1. POLICE AND SHERIFF'S DEPARTMENTS

Any arrests of juveniles are made of officers in these departments. School resource officers are frequently utilized for extra support in the schools. These departments also sponsor youth related activities such as the Police Athletic League, Jr. Officer and Just Say "No" programs.

2. JUVENILE COURT

Circuit Courts, Juvenile Division, for juvenile offenders.

3. STATE ATTORNEY

An attorney hired by the State to present the State's allegation(s) in court.

4. PUBLIC DEFENDER

An attorney who represents the child in court.

5. LEGAL AID FOUNDATION

Provides approximately 400 attorneys to counsel and represent county residents in civil matters such as divorce, child custody, separation, etc. Serves residents at poverty level without a job, or a lowpaying job.

6. LEGAL SERVICES, INC.

Legal services on civil and domestic cases, along with a variety of other areas such as: wills, public housing, VA, child support. Serves low-income families who cannot afford a private attorney.

7. GUARDIAN AD LITEM

Court-appointed advocates for abused and neglected children. Duties are to represent children in the court of law.

8. VICTIMS - WITNESS ASSISTANCE UNITED STATES ATTORNEY'S OFFICE

Serves victims of violent personal injury crimes, crisis counseling, referrals to other agencies and information about legal systems and personal cases.

9. BUREAU OF CRIMES COMPENSATION AND VICTIM WITNESS SERVICES

Financial assistance to persons who are innocent victims of crime who suffer a serious financial hardship in paying medical expenses. Pays medical expenses to the provider of services and lost wages to eligible claimants. Some expenses toward funeral if victim is deceased. Serves persons who are victimized in Florida.

10. DEPARTMENT OF JUVENILE JUSTICE

Mission and Goals

The primary mission of the Florida Department of Juvenile Justice is to ensure public safety by reducing the incidence of juvenile delinquency. This effort is done in partnership with families, schools, churches, law enforcement agencies, the judiciary, local governments and community-based organizations.

A New Set of Rules

The Florida Department of Juvenile Justice, the state's newest criminal justice agency, was created in the Juvenile Justice Act of 1994. This law transferred responsibility and oversight of juvenile justice services from the Department of Health and Rehabilitative Services to the new department on October 1, 1994.

The Secretary of the Department of Juvenile Justice is charged with planning for managing all programs and services in the Juvenile Justice continuum. These programs include prevention, Children-in-Need-of-Service (ungovernables, truants, runaways), Families-in-Need-of-Services, early intervention and diversion, case management, detention care, community based commitment programs, juvenile justice institutions, and facilities, and aftercare programming.

District Juvenile Justice Managers

Services to juveniles are provided within 15 districts, each headed by juvenile justice manager who is responsible for developing a coordinated and comprehensive continuum of services. The department contracts with private providers to operate commitment programs located in each district. The manager works closely with county juvenile justice councils, district juvenile justice boards, law enforcement agencies, local school systems, city and county government officials, and community organizations to gain input and support for the programs and services the community needs.

Juvenile Justice Boards and Councils

In 1994, the Legislature established district juvenile justice boards and authorized juvenile justice councils at the county level. Each county council selects representatives to serve on the district board. The boards and councils serve as advisory bodies to the Department of Juvenile Justice and work closely with district juvenile justice managers to design services that meet the needs of juveniles and families within their community.

Continuum of Services

Preventing delinquency is the first step toward a safer community. The Department of Juvenile Justice works in partnership with local communities to develop a full continuum of services that meet the needs of delinquent juveniles.

Prevention and Intervention

The department provides a number of services designed to prevent children from entering the juvenile justice system. The department contracts with the Florida Network of Youth and Family Services to provide services for runaways, truants, and children who are considered "ungovernable".

Examples of prevention and intervention programs include: nonresidential day programs for female status offenders, dependents and delinquents; alternative school programs for youth who are suspended from school; and early intervention programs for middle scholars that work with them and their families to reduce delinquency, dependency, improve school performance and reduce the chance of school dropouts.

In addition, the department oversees applications for two prevention-related grant programs, one federal and one state, that fund numerous prevention and early intervention initiatives in local communities.

Juvenile Justice & Delinquency Prevention

The department receives approximately \$2.5 million annually from the U.S. Department of Justice to fund Juvenile Justice and Delinquency Prevention (JJDP) grants. These grant funds support local community programs that focus on delinquency prevention and rehabilitation of delinquents.

Community Juvenile Justice Partnerships

The Community Juvenile Justice Partnership grants program is funded from the state's Motor Vehicle Theft Prevention Trust Fund. Each year local community programs receive grants from a portion of the surcharges collected on automobile tag renewals. In the past, organizations have received grants for programs such as alternatives to out-of-school suspension, mentoring, and school safety projects.

Diversion

Law enforcement officials may use several alternatives to "divert" juveniles from the normal juvenile justice process. Often, juveniles who commit minor delinquent acts or who are "first-time" offenders are returned to their family or guardian in lieu of arrest. In these cases, an official arrest report is not filed.

Civil citation is an example of efforts to divert first-time offenders. It requires law enforcement officials to issue a citation as an alternative to taking a youth into custody. Under the civil citation process, the youth is required to perform community service hours. Failure to perform community service results in referral to the department for additional services and possible commitment to other programs.

The department also uses other methods of diverting youth from judicial processing. Once an arrest report has been filed by law enforcement, juvenile justice staff assess the youth, family, school performance, and seriousness of the law violation. If judicial handling is not necessary and the state attorney approves, the youth may be referred to the Juvenile Alternative Services community service hours, and refers the youth and family members to services in the community. Failure to comply with the terms of JASP results in referral to the department for additional services or commitment.

Detention

When a juvenile suspected of committing a crime is arrested, the law enforcement officer determines whether the juvenile should be held in detention or released to family or guardian custody. Seriousness of the crime and risk of the youth running away are two of the factors used to determine if a juvenile is "detained" in one of the states 20 juvenile detention centers.

Normally, a youth may be held in secure detention for up to 21 days prior to an adjudications hearing. Following the hearing and filing of disposition order by a judge, a youth may be released and placed on "community control" or held up to 15 days in a secure detention prior to placement in a commitment to youth placed on community control. Case managers are responsible for youth's compliance with court-ordered community services sanctions.

Juveniles may also be placed in "home" detention (in the custody of a parent or guardian) or in nonsecure detention in a shelter setting supervised by a responsible adult. The department may hold high and maximum risk (serious and violent) juvenile offenders in detention following disposition until they can be placed in an appropriate commitment program.

Commitment Programs

Under Florida law, a wide range of treatment programs are available to serve juveniles who are committed to the Department of Juvenile Justice. Juvenile Justice commitment programs are categorized in five levels:

Minimum risk (known as Level 2) includes non-residential community-based programs such as day treatment programs and associated Marine Institutes.

Low-risk residential (known as Level 1) includes programs such as group treatment homes and short-term offender programs (,STOP) camps.

Moderate-risk residential (known as Level 6) includes programs such as halfway houses, boot camp step-down programs and short-term adolescent rehabilitation treatment (START) centers.

High-risk residential (known as Level 8) is for youth who require higher levels of security and includes boot camps, intensive halfway houses, serious habitual offender programs (SHOP) and the state's two training schools.

In 1995, a **maximum-risk residential** (known as Level 10) program for the most serious and violent juvenile offenders was established. This new maximum risk program requires juveniles to serve sentences ranging from 18 months to 3 years in a maximum-security setting, similar to adult jails or prisons.

Aftercare

Following their commitment period, most juveniles receive aftercare services. Aftercare provides structured and specialized supervision in an effort to prevent future law violations. Aftercare staff work closely with the juvenile's family, teachers, and others to help the juvenile finish his schooling, find employment and succeed in the community.

SPECIALIZED SUPPORT AGENCIES

1. RECREATION

- Recreation Departments - organized sports activities set up through the city or county. YMCA - a nonprofit organization that provides organized recreational activities.
- Boy Scouts - provides informal fun, education in life skills and values education. Available to boys between the ages of 8-18.
- Girl Scouts - provides informal fun, education in life skills and values education. Available to girls between the ages of 6-18.

2. COUNSELING AND SUPPORT GROUPS

- Hospice- provides counseling and medical assistance to terminally ill clients and their children.
- Private Therapists
- Spouse Abuse Shelters - provides counseling and shelter to spouse abuse victims and their children.
- Al-Anon - provides self-help group to families or friends of alcoholics.
- Alateen - a support group for teenagers who have a member of the family or close friend with a drinking problem.
- Alcoholics Anonymous - self-help group for alcoholics. Utilizes the twelve step program.
- Narcotics Anonymous - self-help group for people with narcotics problems. Utilizes the twelve step program.
- Overeaters Anonymous - self-help group for people with eating disorders. Utilizes the twelve step program.
- Parent Network - Parent Network is a state-side organization providing self help groups to parents who wish to improve their relationship with their children. The parents do not have to be abusive to be members. Local groups meet weekly and baby-sitting and transportation can be provided. Parent Helping (toll free) 1/800/FLA-LOVE. Serves parents abusing their family or just concerned that they are losing control.
- Foster Grandparents - Allows low-income persons at least 60 years of age to work with individuals in a variety of settings up to 20 hours per week for a stipend. Workers receive a yearly physical and meals. Serves anyone over the age of 60 and in good health.
- Parent Care - is a non-profit international organization formed in 1982, dedicated to improving the newborn intensive care experience for critically ill newborns, families and professionals. Parent Care offers information, guidance, support and referrals to families, parent support groups and professionals concerned with infants who require special care at their birth and after their arrival home.

3. TEEN PREGNANCY SERVICES

- Children's Home Society - foster care, adoptions, pregnancy, counseling and case management services for children with developmental disabilities. Parent training and support for high-risk children.
- Planned Parenthood - a private non-profit organization providing birth control, GYN exams, pregnancy testing, blood work for diabetes and family planning counseling. Information is available to the public through speakers and written materials. Serves any interested person.

4. PARENT EDUCATION AND SUPPORT

- Family Network on Disabilities of Florida Inc. - to provide support, training and information to parents of exceptional children for the purpose of obtaining the most appropriate services for such children through advocacy, public education, referral and special services. Serves parents who have children with disabilities. Hotline number if 1/800/TALK-PEN.
- Florida Prevention Association - advocate for prevention and early intervention of school age use/abuse of drugs and alcohol. Serves parents, children and community groups.
- The Florida Directory of Early Childhood Services - a statewide computerized information and referral system for families, service coordinators, and other professionals who work with children with special needs. The directory provides information on a wide range of services available in communities through the Central Directory Network. Early intervention services, specialized equipment, advocacy, parent groups and support groups are just some of the services available statewide through the Directory. A statewide toll free number, training and technical assistance to local sites, and maintenance of information on current research projects are available throughout the central office. The Network is a division of the Florida Children's Forum. Funding for this project is provided by the State of Florida, Department of Health and Rehabilitative Services, Children's Medical Services, was made possible by a Federal grant from the United State Department of Education, Part H of the Individuals with Disabilities Education Act. Toll-free number is 1/800/654-4440.

5. JOB-RELATED SERVICES

- Job Corps - an effort of the federal government to help jobless or low income youth 16 though 21 to become responsible and employable citizens. It is a nationwide program which provides basic educational and vocational training to poor young people who are school drop-outs, untrained or out of work. Job Corps enrollees are mainly recruited and screened by the Job Service of Florida.
- Vocational Rehabilitation - a program of services, designed to help a physically or mentally disabled person to prepare for suitable work. The Vocational Rehabilitation Counselor provides counseling to the individual as well as arrange for the services necessary to improve work ability. Services are based on

economic need or evaluation, counseling, guidance, training (including personal and vocational adjustment), placement and follow-up services. Those services based on economic need are medical and psychiatric treatment, surgery, hospitalization, maintenance, books and training materials transportation, tools, equipment, initial supplies for a business and services to family members. An economic need waiver may be granted under unusual circumstances. Referrals include: any potential client or referral individual can visit, call or write to this office or refer directly to a unit supervisor or counselor. Minimal information required is name, address, age and disability of client.

- Job Training Partnership Act - provides vocational classroom assistance and career assessment. Serves unemployed and underemployed.
 - Division of Blind Services (DBS) - Florida residents who are blind or have a bilateral visual impairment that may lead to blindness are eligible for services from DBS. Some services are provided regardless of income. To apply for services, please contact the local DBS office as listed in your telephone book or call 1/800/342-1828.
 - Facility Training - In many areas of the state, the Division of Blind Services (DBS) contracts with facilities such as the Lighthouses for the Blind to provide training for Division clients. Classes are held in Daily Living Skills, Communication, Orientation and Mobility, as well as Leisure Activities. Classes are based upon the needs and desires of the participants.
 - The Medical and Social Services Adult Program - designed to assist elderly, visually impaired individuals as well as adults who are not eligible for the Vocational Rehabilitation Program. Services available include:
 - Rehabilitation Teaching
 - Facility Training
 - Eye Medical Services
- Social Services including:
- Counseling
 - Talking Books

6. OTHER SOURCES OF INFORMATION

- Public Library
- Transportation Departments
- United Way
- Hospitals
- Information and Referral Services
- Universities: may provide services to community residents especially the following departments Special Education, Psychology, Social Work, Nursing, Home Economics and Counseling.

OTHER AGENCIES

1. SALVATION ARMY

Provides disaster services including food, clothing, household items and emergency personnel. Emergency lodging for transient people, casework or welfare cases, services for unwed mothers and referrals to other agencies. Serves transients, AFDC recipients, employed persons, and anyone in need of services.

2. COOPERATIVE EXTENSION PROGRAMS

The Cooperative Extension Service provides the community with free information and educational programs covering a family's health, economics, and plant and animal interests. They also offer a youth development program through their 4-H office.

3. AMERICAN RED CROSS

Provides direct emergency assistance, disaster relief, first aid courses, communication for military families and veterans and counseling. Serves military members and their families, low-income persons, disaster victims and the public in general.

4. CATHOLIC SOCIAL SERVICES

Short-term emergency assistance including food, rent expenses, utility expenses, pregnancy counseling, adoption services (child placement) and foster care for children being placed for adoption.. Also, marriage, family and individual counseling and divorce adjustment as needed. Serves local residents and those in need.

5. DISPLACED HOMEMAKER SERVICES

Services that provide vocational and career planning services to women returnees to work.

6. AREA CHURCHES

A list of area churches may be secured through local Ministerial Associations and/or Church Women United.

7. SERVICE GROUPS

A list of these groups and their functions may be secured through local Chambers of Commerce.

8. BOARD OF COUNTY COMMISSIONERS

Every county's Board of County Commissioners designs localized services as determined by the community's needs.

9. MEDICAID

Medicaid services are available to people receiving Aid to Families with Dependent Children (AFDC), Supplemental Security Income (SSI), Medically Needy Program participants and to children in foster care. Medicaid pays the doctor, hospital or other health bills as long as treatment is medically necessary. It can also pay for lab tests, prescriptions, eyeglasses, hearing aids, dentures, podiatry care, transportation, mental health services and nursing care.

Some services are available only to special groups of people. For instance, children up to age 2 are eligible for payment of routine physical examinations, immunizations, corrective eye and dental care and even corrective surgery, when these are necessary for their health, through a service for their health, through a service called Early Periodic Screening, Diagnosis and Treatment (EPSDT). Pregnant women can receive special care both before and after the baby is born as well as care during the delivery through services of birth centers and through the advanced Registered Nurse Practitioner program (ARNP).

Medicaid services are provided by any private doctor, hospital, drug store or other service provider who are enrolled in Medicaid and who are willing to accept Medicaid for payment. In some situations, Medicaid services can be obtained at a central location. For instance, rural health clinics provide a wide range of Medicaid services in one location. These clinics provide diagnosis treatment and laboratory services along with some prescription drugs and transportation services. Another way to obtain Medicaid services at one location is through Health Maintenance Organizations (HMO) or Prepaid Health Plans (PHP).

Persons over 65 receiving Medicare benefits, may qualify for Medicaid Assistance for a portion of their medical bills not fully covered by Medicare.

10. SOCIAL SECURITY DISABILITY - Department of Labor

Managed by the Department of Labor, this service receives, develops and renders decisions on all Social Security disability claims filed by Florida citizens. It also may refer claimants to appropriate programs for services that eventually could return the applicant to gainful employment.

11. CHILD SUPPORT ENFORCEMENT - Department of Revenue

The Child Support Enforcement Program locates parents who owe financial support for their children, establishes paternity and support orders, enforces support orders and collects and distributes support payments. This program is available to all custodial parents including cases where the parent owing support lives out of state. The toll free telephone number is 1/800/622KIDS.