



BALDWIN UNION FREE SCHOOL

BALDWIN EDUCATIONAL ASSEMBLY

2015-2016 SCHOOL AND COMMUNITY RELATIONS COMMITTEE

FINAL COMMITTEE REPORT

CHAIRPERSON:

The Committee designated Sheilah Jefferson-Isaac as the Committee Chair. Dr. Michelle Gallo assisted in guiding the meetings.

SECRETARY: Dr. Michelle Gallo recorded summary notes at each meeting.

COMMITTEE MEMBERS:

- Jessica Cantre
- Colette Carrion
- Agnes Ferguson
- Linda Forrest
- Sheilah Jefferson-Isaac
- Patricia Mason
- Linda Showell

BEA EXECUTIVE BOARD LIAISON TO THE COMMITTEE:

- Linda Showell

ADMINISTRATIVE LIAISON TO THE COMMITTEE:

- Dr. Michelle Gallo, Assistant Superintendent for Human Resources

2015-2016 CHARGES TO THE COMMITTEE

Charge 1 A:

The BEA subcommittee will finish reading *Beyond the Bake Sale* and make recommendations to increase and enhance the community's engagement with the Baldwin Schools.

Charge 1 B:

Explore the possibility of utilizing a survey around family engagement.

Charge 2:

Pare down the lists provided in last year's report in preparation for a student-created pamphlet.

OVERVIEW OF THE WORK OF THE COMMITTEE IN PREPARING THE RECOMMENDATIONS CONTAINED IN THE FINAL REPORT:

The committee met monthly from October to April.

Charges were discussed in detail and a work plan was developed.

Charge 1 A:

The committee members will read chapters 7, 8 and 9 of Beyond the Bake Sale and focus on "Big Ideas" in follow-up discussions that can be shared with the BEA Executive Board.

Charge 1 B:

The committee will review various surveys, including the National PTA School of Excellence survey on family-school partnerships. The committee will either identify an appropriate survey to distribute or possibly use the results of the National PTA School of Excellence survey that was utilized by some of the schools.

Charge 2:

The committee will review the lists of highlights developed last year (see attached). A pamphlet with highlighted bullets will be forthcoming.

Meetings Summary:

Charge 1 A:

Reviewed the "Big Ideas" from chapters 7-9.

Chapter 7 – "Supporting Advocacy"

"Big Ideas":

How can "Problem Parents" become partners you can work with?

- Recognize that parents have the right to influence what happens to their children in school.
- Parent requests will be treated with respect, as long as they are made in a civil manner.
- Establish a proactive process for collaborating with families to monitor student progress and difficulties.
- Ensure all processes are explained clearly and applied fairly.
- Work with parents and staff to help them understand what it means to be a good advocate of students.

Chapter 8 – "Sharing Power"

"Big Ideas":

Who's in charge here anyway?

- Partnership requires sharing power.
- Teachers and administrators need to see families as partners, not clients or guests.
- Provide workable mechanisms for teachers, parents and students to voice their ideas and concerns, and to take part in decision making.

Chapter 9 – "Scaling up"

"Big Ideas":

Why can't all schools in a district create partnerships with families?

- Close the gap between Fortress Schools and Partnership Schools.
- Set clear standards for what's expected in a partnership.

Charge 1 B:

After reviewing several surveys, the committee decided to use the data from three of the schools that utilized the National PTA School of Excellence survey. The PTA's National Standards for Family-School Partnerships were developed with national experts and reflect the research about how parents, schools and communities can work together to support student achievement. They include the following six standards:

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- **Standard 1: Welcoming All Families Into the School Community.** Families are active participants in the life of the school and feel welcomed, valued and connected to each other, to school staff and to what students are learning and doing in class.
 - **Standard 2: Communicating Effectively.** Families and school staff engage in regular, two-way, meaningful communication about student learning.
 - **Standard 3: Supporting Student Success.** Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and they have regular opportunities to strengthen their knowledge and skills to do so effectively.
 - **Standard 4: Speaking Up for Every Child.** Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
 - **Standard 5: Sharing Power.** Families and school staff are equal partners in decisions that affect children and families and together inform, influence and create policies, practices and programs.
 - **Standard 6: Collaborating With Community.** Families and school staff collaborate with community members to connect students, families and staff to expanded learning opportunities, community services and civic participation.

Each of the standards asked parents to rate 4-6 questions on a Likert Scale:

- Always (5)
- Frequently (4)
- Sometimes (3)
- Never (2)
- Unknown (1)

Three schools, Meadow, Steele and the Baldwin Middle School participated in the National PTA School of Excellence survey. Each of these schools received their results, "Roadmap to Excellence", which contained specific recommendations to inform each school what they would need to do to become a National PTA School of Excellence.

The results of the surveys were reviewed. The questions coinciding with each standard were scored and averaged for an overall rating. The averages for the three schools that have already participated in the survey are below.

Survey results:

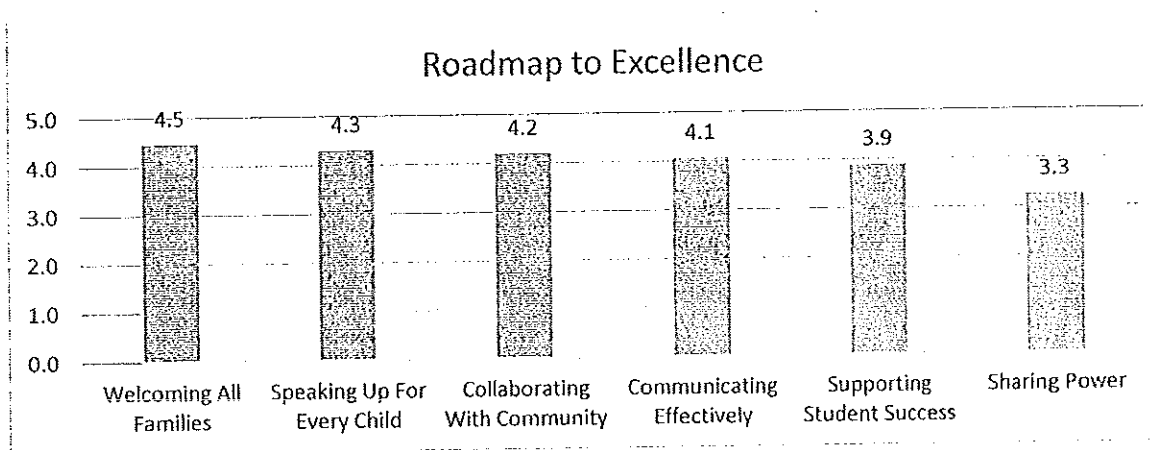
School	Welcoming All Families (5)	Communicating Effectively (5)	Supporting Student Success (6)	Speaking Up For Every Child (6)	Sharing Power (4)	Collaborating With Community (5)
Meadow	4.2	3.4	3.5	4.3	2.0	4.2
Steele	4.2	4.6	3.2	3.6	3.8	3.4
Middle School	5.0	4.2	5.0	5.0	4.0	5.0
Average	4.5	4.1	3.9	4.3	3.3	4.2

(#) = number of questions in each standard

Number of responses per building:

School	Total Population	Number of Parent Responses	%
Meadow Elementary School	589	73	12%
Steele Elementary School	309	98	32%
Middle School	1163	97	8%

Average Response by Standard:



Charge 2:

A pamphlet is in progress.

RECOMMENDATIONS OF THE COMMITTEE:

1. Board members, parents and administrators should read *Beyond the Bake Sale: The Essential Guide to Family School Partnerships*.
2. The remaining four schools should consider using the New York State PTA School of Excellence survey. Plans to ensure adequate participation should be considered.
 - 1) Brookside Elementary School
 - 2) Lenox Elementary School
 - 3) Plaza Elementary School
 - 4) Baldwin High School
3. The BEA School and Community Relations Committee should report the results of all schools next year.
4. Provide workshops to community members to learn how to navigate the website and social media.
5. Improve "Supporting Student Success"
 - Give consideration to establishing procedures to allow elementary students to attend parent-teacher conferences.
 - Providing ongoing opportunities for parents to understand what students are learning and what good work looks like at each grade and level.
 - Highlight the transition planning services offered to assist students in transition from elementary school to middle school.
 - Continue to support the 9th grade Bridge Program.
 - Consider a Bridge type program for students entering the middle school.
 - Highlight the success of the Bridge Program
6. Improve the "Sharing Power"
 - Work with school administrators to make sure that the parents who serve on parent advisory council, school improvement teams, committees, etc. represent the racial, ethnic and socioeconomic diversity of each school.
 - When the district is proposing a change, notify parents and solicit their feedback through shared decision-making.
 - Provide mechanisms for parents to provide input and feedback on plans such as school improvement plans.
7. Increase positive public relations
 - Advertise the purpose and the mission of each of the districtwide committees to generate increased interest and participation.

RECOMMENDATIONS FOR FUTURE CHARGES ON TOPICS OTHER THAN THE PRESENTING TOPIC OF THIS COMMITTEE:

1. Explore how the use of social media and technology can enhance communication between families and the school district.
2. Increase public relations by providing information to all community members.
3. Develop and disseminate a "Communication Guide" to brand the district.
[i.e.: A standard greeting when answering the telephone; email signatures; letter head; use of district logo etc.]
4. Explore various methods to increase and improve public relations. (i.e. Research the practices of other school districts)

Attachments:

1. Meeting Summary Notes
2. National PTA School of Excellence Survey
3. Bullets from the 2014-15 report

BEA School and Community Relations Committee

Meeting Summary Notes

2015-2016

Notes from 10/20/15 meeting:

- Reviewed the committee's 15/16 charges
- Charge 1- We agreed to read chapters 7 & 8 *Beyond the Bake Sale*. The plan is to review the key points of these chapters at the next meeting.
- Charge 2 - Surveys – Michelle will get a copy of the recent survey that Meadow School sent to the parents. If you find any survey online regarding family engagement please bring them to the next meeting.
- Charge 3 – Student Pamphlet – discussed the lists that were created last year and we plan to divide the items into 2-3 categories.

Notes from 11/19/15 meeting:

- Sample parent engagement surveys were distributed and discussed.
- Discussed the Middle School and Meadow Elementary School participating in the National PTA "School of Excellence" Family Survey. Wondering if we can use the data they have from their surveys?
- Last year Steele School participated in the PTA survey.
- Michelle will follow up with the other 4 principals; Sheilah will have a follow up discussion with Colette.
- *Beyond the Bake Sale* - Discussed key ideas in chapters 7 and 8.
- Next Meeting is Monday, January 11, 2016 at 6:30 PM
- We plan to discuss chapters 9 & 10.
- Please bring your copies of the surveys that were shared at the November meeting.

Notes from January 11, 2016:

- Discussed the surveys. Committee members are interested in using the data from the National PTA School of Excellence survey.
 - Michelle will see if she can get Steele's data.
 - Jessica will see if she can get Meadow's data.
 - Sheilah will see if she can get the MS's data.
 - Plaza plans to use the PTA survey – we are not sure when they will distribute the survey.
 - Colette is going to speak to the presidents of the HS, Lenox and Brookside PTAs.

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- Discussed the pamphlets:
 - Discussed the possibility of using the various video clips that have been made instead of a paper pamphlet.

Notes from March 15, 2016:

- Discussed PTA School of Excellence Survey.
- Discussed the new MS "Share Box".
- Sheilah is going to work on a pamphlet. She expects it will be ready by 4/20/16.
- Next meeting we will work on the final report.

Notes from April 4, 2016:

- Reviewed the end-of-year report.



SCHOOL OF EXCELLENCE

Family Survey

everychild.onevoice.®

The National PTA School of Excellence program is designed to support our school and PTA as we strengthen family-school partnerships that enrich students' educational experiences and overall well-being. One step in the process is to gather feedback from our school family on the frequency of family engagement strategies implemented by our school. We will need your help in completing this survey at the beginning of the year and end of the year to be considered for the National PTA School of Excellence designation.

DIRECTIONS:

Mark an "X" in the box that most accurately expresses how you feel about your experience. Return this survey to: _____

	Unknown	Never	Rarely	Often	Always
1. My school has friendly signs inside and outside to welcome families and visitors in the multiple languages we speak.					
2. My school and PTA translates communications into the school's major languages.					
3. I feel encouraged to volunteer.					
4. I feel my school's policies and programs reflect, respect, and value the diversity of our school community.					
5. I feel treated fairly regardless of age, gender, race, or cultural background.					
6. My school communicates with me in multiple ways (e.g., email, phone, web site).					
7. My school provides interpreters for all meetings and events, when needed.					
8. My school provides continuous staff development for teachers regarding effective communication techniques and the importance of regular, two-way communication between the school and family.					
9. I feel I have a two-way conversation with the school staff about my child's strengths, areas for improvement, learning styles, progress, and other concerns about my child.					
10. I feel the school provides information about my child's progress, including progress report cards that help me understand how I can support my child's learning.					
11. My school involves me in planning for my child's transitions to elementary school,					

	Unknown	Never	Rarely	Often	Always
middle school, high school or post-secondary education or careers.					
12. My school provides a range of options and choices for a wide array of extracurricular activities that reflect my child's interests, goals, and learning.					
13. My school uses adequate technology to meet the needs of today's students.					
14. My school shares student achievement data with me in ways that solicit my ideas about how to improve achievement.					
15. My school includes students in parent-teacher conferences as active participants in discussions of expectations and work quality.					
16. I understand the academic standards my child is expected to meet and how the curriculum is linked to those standards.					
17. My school informs me of the process and/or procedures to raise concerns and resolve problems.					
18. My PTA fuels parent participation on school, district, state, and national committees that focus on education issues.					
19. I feel my concerns are treated with respect and my school demonstrates a genuine interest in developing solutions.					
20. I feel my school and/or PTA provides opportunities to develop relationships and raise concerns with school district leaders, public officials, and business and community leaders.					
21. I feel PTA promotes opportunities to empower parents to advocate for the success of their own child and other children in our school.					
22. I feel the school provides information and opportunities to be informed of my rights and responsibilities under federal and state laws.					
23. My school includes parents with equal representation on decision making and advisory committees or councils.					
24. My school establishes policies that recognize and respect families' cultural, ethnic, religious, and socioeconomic diversity.					
25. I feel that I am a collaborative partner that share in the decision making for areas such as policy, curricula, budget, school reform, safety, and personnel.					

	Unknown	Never	Rarely	Often	Always
26. I feel that I have input in the development of our school improvement plan.					
27. My school and/or PTA distributes information on community resources that serve the cultural, recreational, academic, health, social and other needs of families within the community.					
28. My PTA has partnerships with local businesses, community organizations, and service groups to advance student learning or assist the school or families.					
29. My PTA involves community members in school volunteer programs.					
30. My school collaborates with community services and adult learning opportunities.					
31. I feel my school is a central part of my community.					

Thank you for your continued support and collaboration as we work toward becoming a National PTA School of Excellence!

BHS POSSIBLE BULLETS (Source: 2014-15 Report)

Unique Programs:

1. Academies
 - a. Engineering
 - b. Medical
 - c. Global Law
2. Countless School to Career work experiences
3. Award Winning Mentoring program
4. Conflict resolution and choice making
5. Career Opportunities in the Accounting Profession (COAP) Program
6. Molloy Boot Camp
7. High School Heroes
8. Community service experiences to build confidence and responsibility
9. Summer Job Placement Opportunities
10. Athletes Helping Athletes Program
11. News 12 Scholar Athletes
12. High School Student Steering Committee – giving a voice to the students
13. Chamber Orchestra
14. Best community for music education
15. National Association of Music Merchants award recipient

Rigorous Programs:

1. June 2014 176 students graduated with a Regents Diploma with Distinction
2. June 2014 186 students graduated with a Regents Diploma
3. June 2014 96% of eligible Seniors graduated
4. Students were accepted into various prestigious colleges
5. Scholarships – Academics and Athletics
6. Advance Placement (AP) courses
7. National Honor Society, as well as subject specific honor societies
8. TRI-M (Modern Music Masters) – honor society for musicians
9. New York State School Music Association (NYSSMA) reaching highest levels of distinction for soloists and groups, all state and all county
10. Gold Medal Winners 2014 – Mathletes
11. Robotics Team

Highly Qualified Staff:

1. All teachers are certified by NYS
2. All teachers are DASA (Dignity for All Students) trained
3. More than 100 teachers have been trained as Mentors

Baldwin Middle School POSSIBLE BULLETS (Source: 2014-15 Report)

Safety and Discipline:

- Staff is knowledgeable of the developmental needs of middle school students.
- This is a typical middle school. Children are in a time of transition.
- **Transparency and honesty** evident in end of year data report.
- Overall tone of the school has become progressively calmer over the last four years
- Principal Maher is very visible and has high expectations
 - Orderly halls
 - Incidents in the world are not ignored
 - Daily announcements build community and give students direction and something to think about
 - Connection with students and staff

Character Development:

- Be an UP-stander, not a Bystander. Say something. Do something
- Daily Announcements remind students how to take care of themselves and others who may be the target of bullying.
- Communitywide Connections
 - Martin Luther King Jr. essay contest: Students wrote a personal narrative about a time when action was taken against bullying. There were 3 winners.
 - Summer reading Wonder and Mockingbird
 - Positive signs and posters throughout school reflect core values
 - What it means to be a Bruin

Clubs: A Community of Leaders: (Clubs build self-esteem, soft skills & hard skills, work ethic and a sense of community)

- National Junior Honor Society
- Builders Club
- Student Government
- Music & Art
- GLO: Girls Loving Ourselves
- Building-wide Mentoring Program: 100 staff members mentor at least one student. Some mentor 3 or 4.

Activities: A Community of Givers: (Charity begins at home) Annual Events planned by students with guidance, direction and supervision from staff. Clubs often collaborate to execute ideas and plans.

- Silver Lake Pond clean up
- Food Drive: after packages are made for target groups leftovers are donated to St. Christopher's Food Pantry
- Coat Drive
- Nursing Home Holiday Singing

- Penny Wars
- SG Candy sales
- Spirit Day
- Red Ribbon Week – fight against drugs
- Reading Pals
- Valentine’s Day Dance
- Connect-Ed Messages: student government members contribute
- Giving Tree
- Test Pep Rally: Star-studded multi-media event to build positive energy prior to state testing season
 - Top ten testing tips
 - Busta Rhymes, Melanie Martinez
 - Teacher Band
 - Talent Show
- Trips
- Grade specific and school-wide competitions and contests

Academics: A Community of Learners:

- Self-selected honors programs
- 12-week test preparation
- Academic Intervention Services
- 8th Grade College Trip to SUNY Old Westbury
 - 320 students visited
- Teacher Book Clubs
 - Teachers studying to become proficient and exemplary with Common Core expectations