

Family Engagement

Academic Parent Teacher Teams (APTT)

ARTICLE 21. PARENT AND FAMILY ENGAGEMENT

SECTION 2. ACADEMIC PARENT-TEACHER TEAMS

During the term of the ~~2015–2017~~ Agreement on Terms and Conditions of Professional Employment, ~~†~~ The parties will agree to pilot the **continue to support** Academic Parent-Teacher Teams at elementary schools that choose to participate.

The Academic Parent-Teacher Team (APTT) is based on a model developed by the Creighton School District in Arizona. This model replaces **the two** traditional parent-teacher conferences with three group meetings **conferences** throughout the year **and one individual conference. During the group conferences**, where teachers meet at one time with all the ~~parents~~ **families** in their classroom, each ~~parent~~ **family** is provided with data showing their child's performance indicators as well as the **data for the class's as a whole**. Teachers then provide an in-depth coaching session on how to interpret the data in the context of overall classroom performance, school goals and state standards. ~~Parents~~ **Families** are provided with strategies and tools to help support learning at home. **Families then practice the strategies with their child's teacher's guidance.** Together, ~~with the teacher's support~~, **each parents family and teachers sets student-specific goals in addition to collaborating on reaching the goals for the whole class.** ~~for their students, individually and as a class own child.~~

APTT, especially when combined with a home visit, has been shown to raise achievement, lower disciplinary referrals and suspensions, and increase family involvement.

Subd 1. Participation. ~~Schools~~ **Teachers** interested in ~~piloting~~ **implementing** the APTT model must conduct a vote **with the staff in their building** prior to ~~March~~ **May** 1 of the school year prior to the **initial** implementation of the APTT model. **This vote is only required prior to the first year of implementation, but staff and parents should be informed of changes to the program in subsequent years.** In any school where at least seventy-five (75) percent of the full-time licensed staff assigned to the school **support implementation** and ~~seventy-five (75)~~ percent of impacted parents **families** vote to ~~participate in~~ **are consulted on** the APTT **implementation consistent with the requirements of the APTT model**, the following changes will be implemented:

1.1 An APTT Champion will be jointly selected by the **APTT Committee consisting of: the APTT Coordinator; an SPFT representative; and a representative from the Office of Family Engagement and Community Partnerships.** The building steward and the principal **will be consulted.** The Champion will receive a stipend of \$2,100 for the year that teacher serves as Champion. The ~~coordinator~~ Champion shall work with the building Principal **and APTT Coordinator** to identify resources needed to implement the APTT model. **A job description of the Champion position and responsibilities will be maintained by the APTT Coordinator subject to approval by the APTT Committee. In order to receive the stipend, Champions must complete the responsibilities outlined in the Champion job description. The APTT Committee will solicit and seek to incorporate the input of the APTT Champions.**

1.2 The District will ~~create~~ **continue to provide** one ~~.5~~ **.6** APTT Coordinator position to assist **coordinate** implementation ~~to~~ **for** the teachers using **implementing** APTT ~~during this contract period.~~ Both parties agree that PIC will be used to continue to assess additional supports needed before the end of this contract period.

1.3 Training for APTT will be held during the summer. The District will allocate up to a maximum of \$50,000 for training purposes. Participants will be paid according to the Professional Development pay rate in Appendix D.

1.4 The schedule for the following school year will be altered to allow for the APTT classroom ~~meetings~~ **conferences.** These ~~meetings~~ **conferences** will be scheduled using the parent teacher conference hours referenced in ARTICLE 13, SECTION 3, Subd. 2. Scheduling will be done based on the expected needs of the ~~parents~~ **families** at that school, availability of transportation, child care and interpreter services where applicable, and other considerations identified by the staff at the school. At least three (3) 75 minute APTT conferences plus one individual parent conference of ~~thirty~~ **at least twenty (20)** minutes shall be scheduled.

1.5 The APTT Coordinator will work with the Office of Family Engagement and Community Partnerships to coordinate the needed logistical supports for APTT conferences (translators, **interpreters**, child care, transportation, **materials**, etc.) **The cost of** logistics and implementation (**translations, interpreters, and child care**) of the APTT model will be covered by the ~~school~~ **district** budget and APTT sites will be encouraged to allocate appropriate funding to cover ~~other full~~ **implementation costs (family strategy materials, copying, transportation, food, etc.)** of the APTT model.

1.6 Due to the additional responsibilities that come with implementing APTT, teachers will receive a \$100 stipend for each APTT group **conference and follow up debrief session that they complete. They will also** and be released from ~~one elementary~~ **all conference meeting requirements for traditional spring conferences (two conference evenings and one conference day at the elementary level)** and professional days. If teachers choose to attend professional development days **provide a second twenty (20) minute individual family conference**, they will be paid their daily rate of pay (salary divided by 187); **however, they may not be required to provide a second individual conference.**

1.7 The District will meet with the **APTT Coordinator, Champions**, and training team at least once annually to evaluate the success of the APTT project including feedback on ~~parent~~ **family** involvement, ~~parent~~ **family** satisfaction, ~~parent~~ **family** concerns, and collaborate on communication and outreach strategies.

Subd 2. OTHER CONFERENCE MODELS

Teachers may present other models for academic conferences and parent engagement at the January, February or March Professional Issues Committee (PIC) meeting. Such alternative models may be implemented for the following school year when mutually agreed to by the District and the Federation.

Full Service Community Schools

ARTICLE 21. PARENT AND FAMILY ENGAGEMENT

[NEW] SECTION 3. Full Service Community Schools.

Full Service Community Schools implement research-based strategies to bring together the resources of school, family, and community in order to make schools stronger and help young people thrive.

Full Service Community Schools are centered around the following six research-based strategies:

1. Curricula must be engaging, culturally relevant, and challenging. Schools will offer a robust selection of classes and after-school programs in the arts, languages, as well as Advanced Placement (AP) and honors courses. Also offered are services for English Learners and students receiving special education services, college and career readiness programs, and job training. Pedagogy is student-centered.

2. Schools will emphasize high-quality teaching, not high-stakes testing. Assessments will be used to help teachers meet the needs of students. Educators will have a real voice in professional development. Professional development is high-quality and ongoing, and includes strengthening understanding of, and professional alignment with, the Community School strategy.
3. Wrap-around supports and opportunities will be made available such as health care, eye care, and social and emotional services that support academics. Interpreters will be provided in order to enable families to access these services. These services are available before, during, and after school, and are provided year-round to the full community. Community partners will be accountable and culturally competent. The supports will be appropriate to the needs assessment conducted by and for the community, and will be aligned to the classroom using thorough and continuous data collection, analysis, and reflection. Space for these services is allocated within the building or within walking distance.
4. Schools will employ positive school climate practices, such as restorative practices, and social and emotional learning supports, stressed so that students can grow and contribute to the school community and beyond. School safety and positive school climate are achieved through these mechanisms. Suspensions and exclusionary practices are eliminated or greatly reduced.
5. Authentic family and community engagement will be promoted so the full community actively participates in planning and decision-making. This process will recognize the link between the success of the school and the development of the community as a whole.
6. Schools will have inclusive school leadership who are committed to making the Community School strategy integral to the school's mandate and functioning. They ensure that the person charged with developing and facilitating the strategy, known as the Community School Coordinator, is a part of the leadership team and that a Community School Committee—which includes family members, community partners, school staff, youth, and other stakeholders that are representatives of the school's various constituencies—has a voice in the planning and implementation of the strategy.

Subd. 1. The District will fund a pilot of 10 Full Service Community Schools beginning in the 2018-19 school year. Each pilot school will be provided with a minimum of \$500,000 per school annually. This funding shall not be commingled with other district or school funds.

Subd. 2. The District and the Federation agree to form a 10 person task force, with five (5) persons appointed by each party, to monitor and implement the Full Service Community School program. This task force will develop the program applications and select the pilot schools. The District will also fund a 1.0 FTE district-wide Community Schools Coordinator.

Subd. 3. Each pilot Full Service Community School shall complete:

1. An asset and needs assessment of and by both school and community;
2. A strategic plan that defines how educators and community partners will use all available assets to meet specific student needs and get better results;
3. The development of a process for the engagement of partners who bring assets and expertise to help implement the building blocks of Community Schools;
4. The selection of a Community School Coordinator whose job is to facilitate the development and implementation of the strategic plan in collaboration with school and community members/partners, and to ensure alignment of solutions to needs. The Community School Coordinator will be a 1.0 FTE teacher. In the planning year(s) and first year of implementation, this position will be full-time released from regular duties. In subsequent years, the Coordinator will be compensated at the Team Leader rate in Article 9, Section 8 of the agreement or be given at least a part-time release from regular duties as determined by the Community School Committee.
5. The development of a budget that includes the use of District Full Service Community School funds as well as funds, in-kind contributions, or direct services from partner organizations.