

Parent Community Engagement and Involvement Advisory Council

Meeting Minutes: **May 25, 2011**

1135 Tremont Street, Suite 420, Boston, MA 02120

In Attendance: Ana Maria Chacon, Kristine Donahue, Pat Gorham, Jim Harrity, Marilyn Hughes, Kim Hunt, Barbara Krol-Sinclair, Kathy Meagher, Peggie O'Hare, Stuart Peskin, Kathy Rodriguez (ESE PCEI Liaison), Julie Salois, Chris Sposato, Kristen Sullivan.
Guests: Kahris McLaughlin (Racial Imbalance Advisory Council), Kathleen Jones, Gavin Pond,

Absent: Antonia Blinn, Robert Bouvier, Joanne McCormick, Brian Middleton-Cox, Jen Pinto, Abby Weiss.

Proceedings:

- Meeting called to order at 10:30 am by chair, Peggie O'Hare.
- Announcements
 - This meeting is the last of the academic year. Those members whose three year terms of appointment are expiring must reapply to Department of Elementary and Secondary Education (ESE) if they wish to continue serving next year.
 - Funding for Parent Information Resource Centers (PIRCs) nationwide, including Mass PIRC will expire on September 30, 2011.
- Approval of minutes
 - Minutes for PCEI meeting on March 8, 2011 approved by unanimous vote.
 - Minutes for PCEI meeting on April 11, 2011 approved by unanimous vote with stated changes.
- Updates from ESE
 - An intradepartmental meeting was held with 22 stakeholders from several different departments to review the definition of Family and Community Engagement and go over action plan.
- Kahris McLaughlin presented suggestions from the Racial Imbalance Advisory Council (RIAC) for the content of a Family and Community Engagement (FCE) resource guide.
 - Suggestions were presented in the form of a table of contents for a school family resource guide.
 - It was suggested that the fundamentals be condensed into one page with level 3 of each indicator listed as "expectations."
 - Additionally, the resource guide should inform parents of opportunities for leadership and shared governance in addition to listing expectations and parental responsibilities.
 - Several PCEI members expressed that while the RIAC document provided an excellent example of best practice for communicating needed information to

families at the school and district level, it offered less guidance for FCE at the state level.

- Kahris suggested that it be included as an example of best practice for the state to give to individual districts and schools.
 - Stuart Peskin suggested that summer learning and extended day programs should also be included in the table of contents
 - Barbara Krol-Sinclair and Peggie pointed out that the Fundamentals don't provide specific instructional recommendations, but create a shared governance structure for community based organizations and school councils to participate in decisions made by different schools and districts.
 - Julie Salois suggested that a section on Health and Human services be added.
 - Kathy Meagher also suggested that parents be informed that Advisory Councils exist and all meetings are open to the public
 - Kahris asked that PCEI hold a vote to approve the contributions of RIAC.
 - It was agreed that RIAC's contribution with the changes discussed would be attached to the End of Year Report to the Board as an example of best practice for schools.
- Finalization of PCEI Fundamentals, Indicators, and Levels of Implementation
 - Fundamental 5, Indicator 3 was changed to Indicator 1. Indicators 1 and 2 were changed to Indicators 2 and 3.
 - In response to a suggestion from the Special Education Advisory Council, "spoken" will be changed to "used," anywhere it occurs in the Fundamentals.
 - A text box will be added to each fundamental stating that "Levels of Implementation build on each other. Practices at Initiating and Progressing continue at Excelling."
 - The Fundamentals were voted on with the proposed changes and unanimously approved.
 - Peggie introduced a tentative Glossary of Terms to be added to the Fundamentals. The following changes were suggested.
 - The definition of "Parent Groups" be expanded to include a wider variety of examples of parent groups with all acronyms spelled out.
 - Health care providers be added to the list of examples of "Stakeholders"
 - In the definition of "Stakeholders," "elected community officials," be changed to "elected officials."
 - "etc." be added to the examples of "School Staff."
 - The definition of "Family and student school climate survey" be eliminated from the Glossary of Terms.
 - The term "universal design" in the definition of "Supporting children's learning at home and school" be clarified with a parenthetical definition.
 - The glossary of terms was voted on with the proposed changes and unanimously approved.
- Brainstorming for presentation to the Board of Elementary and Secondary Education.
 - Jim Harrity – conduct research to establish evidence base for the Fundamentals.
 - Kim Hunt – distribute Fundamentals to districts.

- Chris Sposato – make Fundamentals available on the ESE website.
- Peggie – use Fundamentals as a rubric to analyze FCE activities and requirements in schools and districts.
- Julie – ask for implementation plan
- Kathy R. – use Fundamentals as basis for shared language among stakeholders
- Stuart – get approval from ESE, adopt the Fundamentals as a basis for FCE planning, and recommend to other stakeholders.
- Jim – use Fundamentals to begin to gather evidence for future study
- Kathy R. – bring letters of support

- What's next for PCEI?
 - Kathy M. suggested PCEI gather examples of best practices.
 - Jim suggested that PCEI seek outside input to link research to practice from organizations such as the Harvard Family Research Project, the Mass. Business Alliance, and Stand for Children.
 - Stuart suggested a meeting of the major players in FCE.
 - Peggie suggested that the PCEI have a voice in the FCE component of teacher and administrator evaluations.
 - Kim suggested that the PCEI work to have FCE incorporated into teacher training requirements.

Meeting adjourned at 12:30.

Submitted by Gavin Pond and Peggie O'Hare