

## Board Parent Engagement Committee Meeting

April 27, 2022

5:30-7:00 p.m.

Zoom Information: Webinar ID: 821 3273 3457

### AGENDA

1. **Call to Order & Land Acknowledgement Statement:** As a committee of the school board, we would like to take this moment to respectfully acknowledge we are residing on the traditional land of the Dena (pronounced dunNAY) people.
2. **Our Mission** is to provide an excellent, equitable education in a safe, supportive environment so all students will succeed and contribute to a diverse and changing society.
3. **Roll Call**  
Committee Members:
  - Erin Morotti, Board Committee Chair
  - Rebecca Hurbi, Administrative Support
  - Lori Mertes, FEA
  - Theresa Vick, FEA
  - Katy Hardman, ESSA
  - Amanda Foley, ESSA
  - Becky Zaverl, Elementary Principal
  - Linda Kang, Secondary Principal
  - Meagen Sassman, Parent
  - Tami Murphy, Parent
  - Bea Huck, Parent
  - Nicole Snow, Parent
  - Vacant- Parent
  - Vacant- Parent
  - Vacant- Parent
  - Vacant, Student  
Staff:
  - Erin Poland, Executive Assistant to the Chief School Administrator
4. **Adoption of the Agenda**
  - Move to adopt the agenda (second)
  - Move to approve meeting notes from February 9, 2022 (second)
5. **Reports and Readings**
  - ESEA Family Engagement Plan & Consolidated Application Stakeholder Input: Jennifer Randall, ESEA Program Compliance Coordinator & Carla Marquand, executive director of student support services, presenting
  - Proposed 2023-2024 Academic School Calendar Report: Rebecca Hurbi, executive director communications, development & engagement, presenting
6. **Unfinished Business**
  - **Committee Vision**
  - **Partner Presentations**
  - **Meeting Agreements**
7. **Committee Announcements and closing comments**

**8. Informational Items**

- [Link](#) to resolutions on District website
- [Link](#) to “Stronger Together” Framework
- [Link](#) to AR 236.1: School Board Committees to Advise Administration and the School Board
- [Link](#) to AS 44.62.310: Alaska Open Meetings of Governmental Bodies Act

**9. Adjournment**

- Move to adjourn (second)

**Fairbanks North Star Borough School District  
Parent Engagement Committee Meeting Notes  
February 9, 2022**

Call to Order

Erin Morotti called the committee meeting to order at 5:55 p.m.

Present

Erin Morotti, Chair  
Rebecca Hurbi, Administrator Support  
Katy Hardman, ESSA  
Amanda Foley, Parent  
Theresa Vick, FEA  
Bea Huck, Parent  
Nicole Snow, Parent  
Tami Murphy, Parent  
Linda Kang, Secondary Principal (arrived @ 6:02 p.m.)

Absent

Lori Mertes, FEA, excused  
Becky Zaverl, Elementary Principal, excused  
Meagen Sassman, Parent, excused  
Annette McCotter, absent

***\*\*Due to technical issues, the meeting was not recorded.***

**AGENDA**

VICK MOVED, SECONDED, TO ADOPT THE AGENDA AS PRESENTED. NO OBJECTIONS, MOTION CARRIED.

**MEETING MINUTES**

FOLEY MOVED, VICK SECONDED, TO APPROVE MEETING NOTES FROM JANUARY 12, 2022 MEETING.

**UNFINISHED BUSINESS:**

**Facility Utilization Update**

- Ms. Morotti provided an update on board action
- No additional committee comment

**COVID-19 Feedback for Chief School Administrator**

- Ms. Morotti provided an update on current COVID-19 status
- No additional committee comment

**Committee Vision**

- Ms. Morotti shared examples of vision statements from National/Local/Related Organizations; tips on what vision statements should look like

## **Meeting Agreements: Postponed to next meeting**

### **New Business**

- Update regarding Moving PEC to Administrative Committees
- Ms. Morotti provided an update on from the board work session regarding policies and potential future action

### **Book Review: Stronger Together Framework Study**

### **ADJOURNMENT**

FOLEY MOVED, VICK SECONDED, TO ADJOURN THE MEETING. NO OBJECTIONS, MOTION CARRIED.

The meeting adjourned at 7:07 p.m.

Submitted by Erin Poland, executive assistant to the chief school administrator



# FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT DISTRICT PARENT AND FAMILY ENGAGEMENT PLAN

As authorized under ESEA, as amended

School Year 2020-2021  
Revision Date: 12/18/2020

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## Overview

In support of strengthening student academic achievement, **Fairbanks North Star Borough School District** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. The policy establishes the district's expectations and objectives for meaningful parent and family involvement and describes how the district will implement a number of specific parent and family engagement activities.

The **Fairbanks North Star Borough School District** agrees to implement the following requirements as outlined in Section 1116 of the ESEA, as amended:

- The school district will conduct outreach to all parents and family members in all of its schools with Title I, Part A Programs to implement programs, activities, and procedures for the involvement of parents and family members. These programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children. [§1116(a)(1)]
- Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESEA, as amended, and each include a component of the school-parent compact consistent with Section 1118(d) of the ESEA, as amended. [§1116(b)] & [§1118(d)]
- In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 of the ESEA, as amended, in a format and, to the extent practicable, in a language such parents understand. [§1116(e)(4)]
- If the district plan for Title I, Part A, developed under Section 1112 of the ESEA, as amended, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state. [§1116(b)(4)]
- The school district will be governed by the following definition of parental involvement and expects that its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this definition:
  - Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
    - the carrying out of other activities, such as those described in section 1116. [§8101(39)]

## Required Parent and Family Engagement Policy Components

### Joint Development

The **Fairbanks North Star Borough School District** will take the following actions to involve parents and family members in the joint development of the district plan under Section 1112 of the ESEA, as amended, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA, as amended.

*Describe/List how parents and family members will be involved in the development of the district ESEA Consolidated Application, and how parents and family members will be involved in the development and review of the School Improvement Plans, as applicable.*

Parents and family members provide input into the ESEA Consolidated Application via input at each Title I school (Anne Wien, Arctic Light, Denali, Hunter, Joy, Nordale, Salcha and Ryan), participation on district level committees, and through established stakeholder input opportunities.

Title I schools hold at minimum one specific Title I Parent Meeting to review and gather input on the school's improvement plan, school report card to the public, Title I funding and family engagement. At least one parent/family member also regularly participates, as available, on each school's Title I planning team.

In addition to school level parent meetings, FNSBSD's Federal Programs structures three Titlewide team meetings throughout the year. The focus of the meetings are as follows: Fall: Family Engagement Planning; Winter: Program Evaluation and Data Review; Spring: School Improvement Planning & Peer Review. Each Title I school brings a planning team, including at least one parent.

Input from all of the above Title I meetings rolls up and is reflected in the overall direction and focus of the ESEA Consolidated Application.

The Title I-C, Migrant Education Program grant, has a Parent Advisory Committee that meets at least annually and input is also gathered through an annual Migrant Family Survey. The surveys are reviewed and considered when making decisions regarding program goals and priorities.

The Title II-A, Professional Development and Title III-A, English Language Learner Program grants obtain parent input through district level outreach. The Curriculum Advisory Committee directly impacts Title II-A Professional Development planning. This committee meets monthly and includes parents, community members, and a school board member. The ELL Program actively gathers input from staff and families on the ELL Program Plan of Service. Outreach to stakeholders for input consists of emails, postcards, an annual ELL Parent meeting and surveys posted on the district website.

In partnership with On Strategy, the district followed a process with significant stakeholder input establish its five-year Strategic Plan. Through surveys and School Board processes, parents, students, staff and community members had significant voice in the process. The stakeholder input processes for the Strategic Plan continuously informs the priorities and direction of each ESEA Consolidated Application. The FY20-25 Strategic Plan was approved by the School Board on October 15, 2019.

The district uses the *Let's Talk* application throughout its website to gather input and respond to concerns. The *Let's Talk* application is embedded on each Title program's webpage and provides another avenue by which families and community members can engage in dialogue with Title program leaders.

In addition to communication pathways listed above, FNSBSD regularly holds Tribal Consultations; program level meetings are held twice per month and bi-annual formal Tribal Consultation with the FNA Executive Director and School District Superintendent. The agendas and materials for Tribal Consultation during the 2019-2020 school year provided the input for the FY21 ESEA Consolidated Application. Tribal Consultation agendas and notes are posted online and available for review at [www.k12northstar.org/Page/7616](http://www.k12northstar.org/Page/7616). The agendas and meetings notes are maintained on the website for the current and past years for ease of public access.

In partnership with Education Northwest, a comprehensive review of school climate and discipline was completed in 2019. Advisory group members included parents and community members. This review continues to inform the Title grants. In 2020-2021, the school district is again contracting with Education Northwest to facilitate a comprehensive review of the needs of the CSI schools. This review will include significant input from staff, parents and students. The outcomes of this Needs Assessment will inform Title grants along with CSI School Improvement efforts.

The School Board has established the following advisory committees. Each committee is comprised of District, parents and community member stakeholders. See webpage: <https://www.k12northstar.org/site/Default.aspx?PageID=8708>.

- [Audit Committee](#)
- [Budget Committee](#)
- [Curriculum Committee](#)
- [Diversity Committee](#)
- [Legislative Committee](#)
- [Parent Engagement Committee](#)
- [Policy Committee](#)

## Technical Assistance

The **Fairbanks North Star Borough School District** will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all Title I, Part A schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

*Describe/List how the district will provide support and technical assistance to all its Title I, Part A schools in planning and implementing effective parent and family engagement practices inclusive of school parent and family engagement plans, school-parent compacts, and all Title I, Part A parental involvement requirements.*

FNSBSD's Federal Programs structures technical assistance to the Title I Schools as follows:

- School teams attend three Titlewide work sessions throughout the year; each Title I school brings a planning team, including at least one parent.
  - Fall: Family Engagement Planning
  - Winter: Program Evaluation and Data Review
  - Spring: School Improvement Planning & Peer Review
- Additional technical assistance is provided to school leadership both formally and informally. Title I School leaders meet individually with the district ESEA Program Compliance Coordinator twice each year at minimum and additionally as needed to review plans.
- Each Title I School leader is provided with a Title I Handbook –updated and revised every year-which includes specific technical assistance in implementing effective parent and family engagement practices.
- Each Title I school receives assistance in posting Title I information, including Family Engagement Plans on individual school websites.
- School-Parent-Student Compacts for Title I Schools are reviewed by the school's staff and parents every school year. The compacts are individualized to meet the needs of each Title I School and are widely

distributed via electronic newsletters (Smore); posted on each school's website and in print when appropriate.

## Coordination

The **Fairbanks North Star Borough School District** will coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

*Describe/List how the district will coordinate and integrate parent and family engagement strategies with other relevant programs, organizations, businesses, and community partners to provide additional supports and resources to families.*

FNSBSD's Student Support Services Department (formerly, Federal Programs) is comprised of the following Federal and State grant-funded as well as district-funded programs: Title I-A including McKinney-Vento; Title I-C, Migrant Education; Title I-D, Neglected & Delinquent, Title III-A, English Learners; Title VI-A, Student Support & Academic Enrichment; Title IV-B, 21<sup>st</sup> Century Community Learning Centers; Title VI-A, Alaska Native/American Indian Education; and Foster Care.

Through weekly Leadership and monthly department meetings, efforts are coordinated to support family engagement across all programs including at the Title I Schools. After School Program Coordinators at the Title I Schools regularly partner with the school leadership and staff to coordinate family engagement activities. The Title I schools' After School Program Coordinators participate in the Titlewide Meetings listed above and contribute valuable insight and effort into planning family engagement activities focused on student learning needs. The ELL Program has a long-standing collaborating with the Literacy Council of Alaska including having provided simultaneous classes for students and parents learning English. Students received summer enrichment English language development lessons while the Literacy Council provided English classes to parents. The ELL Program website provides resources and relevant information for parents: [www.k12northstar.org/Page/1867](http://www.k12northstar.org/Page/1867).

FNSBSD is the demonstration site for the AK RISES grant: Alaska – Resiliency in Schools for Educational Success. AK-RISES is designed to establish long-term partnerships between FNSBSD, families, and mental health providers so that school-aged children and their families can benefit from increased access to mental health services. Three of the four demonstration school sites are Title I Schools: Arctic Light K-8, Hunter Elementary, and Ryan Middle.

Community and business partners for individual schools are listed in each school's Family Engagement Plan. In the fall of 2020 Ryan Middle School received monetary recognition through a competitive national award with business partner, Office Max. In addition to business and community partners, two Title I schools, Arctic Light and Salcha, closely coordinate Title I School Improvement plans with grants associated with their military affiliations at Ft. Wainwright Army Post and Eielson Air Force Base through their Dept. of Defense Education Activity -DoDEA grants (1:1 iPad and Project 360).

## Annual Evaluation

The **Fairbanks North Star Borough School District** will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

- (i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- (iii) strategies to support successful school and family interactions.

*Describe/List actions for how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents and family members will play.*

The evaluation of the Family Engagement Plan for Title I Schools is built into both the Winter Titlewide and the Spring Titlewide meetings. Parents from each school participate at these evaluation meetings. The Winter Titlewide meeting begins with a review of current school-year data to evaluate the effectiveness of the current year's School Improvement Plan including family engagement strategies. The school teams-including the parent(s)- then focus on using the data to identify needs and to set goals for the following school year's School Improvement Plan. FNSBSD's Federal Programs within the Student Support Services Dept. is responsible for providing the structure and technical assistance at this meeting. The school Title I Teams, including parent(s) are responsible for the interpretation of the data and identifying strengths and needs. Each school is responsible for effective parent engagement strategies grounded in the data and the corresponding Needs Assessment. The effectiveness of parent engagement is linked to the effectiveness of the overall school improvement plan.

## Evidence-Based Strategies

The **Fairbanks North Star Borough School District** will use the findings of such evaluation listed above to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.

- The term evidence-based means an activity, strategy, or intervention that—
  - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
    - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
    - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
    - (III) promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias; or
  - (ii)
    - (I) demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
    - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

*Describe/List how the district will use the findings from the evaluation to design evidence-based strategies for more effective parent and family involvement. How the district will revise the parent and family engagement strategies based on the evaluation results, as applicable.*

Once completed, the Needs Assessment for each Title I School -based on a structured data review and evaluation of the current year's School improvement plan and corresponding family engagement strategies- is carefully reviewed by FNSBSD's district ESEA leadership including the Executive Director of Student Support Services, the ESEA Program Compliance Coordinator and the Title I Professional Development Coordinator. The outcome of the review is to create a comprehensive overview in the form of a graphic of the Title I Schools' identified needs. Accordingly, the schools' Needs Assessments directly impact the planning for the Fall Titlewide technical assistance meeting for Family Engagement. This meeting is structured to address and provide support in the areas noted in the Needs Assessments.

## Development, Revision, and Reviewing of Plan

The **Fairbanks North Star Borough School District** will involve parents in the activities of the Title I, Part A schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

*Describe/List how the district will involve Title I, Part A parents and family members in developing, revising, and reviewing of the district parent and family engagement plan.*

FNSBSD's District Family Engagement Plan along with revised compacts were reviewed by the District Parent Engagement Committee ([www.k12northstar.org/ParentEngagement](http://www.k12northstar.org/ParentEngagement)) on February 20, 2020. Agenda and meeting notes available at: [www.k12northstar.org/ParentEngagement](http://www.k12northstar.org/ParentEngagement). In 2019-2020, Title I parent representation on the District Parent Involvement Committee included: Candice Duncan, Joy Elementary. The plan is informed through the parent and community input opportunities listed above.

## Reservation of Funds

The **Fairbanks North Star Borough School District** will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to the schools, with priority given to high-need schools. *(Only applicable to districts with an allocation of \$500,000 or more.)*

- Funds reserved under this section by the district agency shall be used to carry out activities and strategies consistent with the district’s parent and family engagement policy, including not less than 1 of the following:
  - (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
  - (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
  - (iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
  - (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
  - (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.

*Describe/List how the district will involve parents in the decision making about how the 1% reservation of Title I, Part A funds is spent. Describe/list how the district will ensure that at least 90% of the 1% goes to Title I, Part A schools, with priority given to high-need schools.*

FNSBSD allocates 100% of the 1% set-aside to Title I-A schools through the consolidated application budget approval process. FNSBSD’s Federal Programs facilitates discussions for Title I Schools to discuss their 1% reservations of Title I-A funds at minimum during the Fall Titlewide meeting focused on Family Engagement. Each school follows up with their school teams to solicit feedback and input into how to spend the funds. Schools have on-going opportunities for parents to provide feedback through school-initiated electronic surveys as well as feedback opportunities during school level family engagement activities.

## Building Capacity of Parents and Family Members

The **Fairbanks North Star Borough School District** will with the assistance of its Title I, Part A schools, build parents' capacity for strong parent and family engagement by providing materials and training on such topics as literacy training and using technology to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents and family members in understanding the following topics:

- The challenging State academic standards
- The State and local academic assessments
- How to monitor their child's progress
- How to work with educators to improve the achievement of their children
- The requirements of Title I, Part A

*Describe/List activities, such as workshops, conferences, classes, online resources, and any equipment or other materials that may be necessary to support parents and family member in helping their student's academic success.*

Family Engagement Plans for the individual Title I Schools:

Anne Wien: [www.k12northstar.org/Page/1522](http://www.k12northstar.org/Page/1522)

Arctic Light: [www.k12northstar.org/Page/1655](http://www.k12northstar.org/Page/1655)

Denali: [www.k12northstar.org/Page/1548](http://www.k12northstar.org/Page/1548)

Hunter: [www.k12northstar.org/Page/1525](http://www.k12northstar.org/Page/1525)

Joy: [www.k12northstar.org/Page/2133](http://www.k12northstar.org/Page/2133)

Nordale: [www.k12northstar.org/Page/2206](http://www.k12northstar.org/Page/2206)

Salcha: [www.k12northstar.org/Page/2056](http://www.k12northstar.org/Page/2056)

Ryan: <https://www.k12northstar.org/domain/4723>

At the District level, resources are made available and routinely communicated to parents. To mention just a few which address the specific topics listed above include:

- **The challenging State academic standards:** *When available in parent-friendly language, some teachers will review curriculum guides and grade level expectations with parents during parent/teacher conferences. Parents express an interest in the standards when they are presented in an understandable format such as "I can" statements.*
- **The State and local academic assessments:** *Student assessment results (AIMSweb, MAP, PEAKS) are discussed during parent/teacher conferences. Assessment results are posted on each student's PowerSchool profile which is accessible to parents/guardians through the parent/guardian portal. Feedback from parents indicates there is more interest in growth and progress rather than proficient/non-proficient designations.*
- **How to monitor their child's progress:** *All parents and guardians are provided access to and training as needed on using PowerSchool to monitor their child's progress. Some schools set up a PowerSchool assistance station during key parent/family activities such as parent/teacher conference days. Parents appreciate the hands-on assistance for installing the PowerSchool app on their phones and for setting up their preferred automatic notifications. Additional technology support was provided to parents during the Spring/Fall 2020 school building closures & remote learning due to COVID-19.*
- **How to work with educators to improve the achievement of their children:** *Parents and teachers establish on-going relationships to improve the achievement of students especially as a result of participating at Parent/Teacher conferences, family engagement activities, and other program-specific activities for which their child is eligible to participate (e.g., English Learner Program, After School Program, Migrant Education Program, Alaska Native Education Program, etc..).*
- **The requirements of Title I, Part A:** *Each Title I School has information regarding the requirements of Title I posted on their individual school websites. For example, Joy Elementary School: [www.k12northstar.org/site/Default.aspx?PageID=1803](http://www.k12northstar.org/site/Default.aspx?PageID=1803). Many Title I Schools host a Title I table during Parent/Teacher conferences to distribute information, answer questions and solicit input. Additionally, many*

*Title I schools have static displays of Title I information, requirements and opportunities for input near the entrance of the building. When all meetings had to be held through a remote platform, teachers and the instructional paraprofessionals contacted families individually to provide direct support.*

## Building Capacity of School Staff

The **Fairbanks North Star Borough School District** will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals, other school leaders, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.

*Describe/List activities such as workshops, conferences, trainings, webinars, and online resources that will be used with school staff to build their capacity to work with parents as equal partners. Include information about how the district and/or schools will provide information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.*

Through FNSBSD's Federal Programs Titlewide meetings, school staff develop and enrich their capacity to work with parents. The meetings are structured such that parents are equal partners in the discussions of family engagement activities, data reviews, and plan evaluations. FNSBSD's Title I Schools attend conferences as a cohort every year and for 2019-2020 the cohort attended the CASEL SEL Exchange which included specific workshops on engaging families. Teachers, schools and administration provide information to parents using the following resources as appropriate and effective:

- PowerSchool
- Blackboard email
- Blackboard text
- Phone Calls
- Remind
- ClassDojo
- Google Classroom
- School Website
- Social Media: Twitter, Facebook, Instagram, YouTube
- SeeSaw
- Flyers & Postcards
- School & Classroom newsletters (electronic and paper)
- Language Line-on demand language translation

In addition to the methods listed above, at the district level the following methods are also used for outreach to parents and community members:

- Let's Talk
- Facebook Live
- Zoom Meetings
- District Website
- Direct Mail
- Community-wide surveys
- Local Media: Newspaper, *Fairbanks Daily News-Miner*; Television; Radio

### Building Capacity for Engagement – Optional

**NOTE TO THE DISTRICT:** The district parent and family engagement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA, as amended:

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each Title I, Part A school and district –

- may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- may train parents to enhance the involvement of other parents;
- may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- may adopt and implement model approaches to improving parental involvement;
- may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; and
- may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

*Describe how each discretionary items checked above will be implemented.*

*School Board Committee: Parent Engagement Committee meets quarterly to discuss important issues to provide feedback to the administration as well as the School Board.*

## Adoption

This district parent and family member engagement policy has been developed jointly and agreed on with parents of children participating in Title I, Part A programs.

This policy was adopted by the **Fairbanks North Star Borough School District** on **December 18, 2020** and will be in effect for the period of **December, 2020 - November, 2021**. The school district will distribute this policy to all parents of participating Title I, Part A children on or before **December 31, 2020**.

Dr. Karen Gaborik

*Printed Name of Superintendent*

DocuSigned by:

*Dr. Karen Gaborik*

12/28/2020

*Signature of Superintendent*

*Date*

**Memorandum**

TO: School Board Members  
FROM: Karen Melin, Chief School Administrator  
DATE: April 14, 2022  
SUBJECT: 2023-2024 School Calendar

~~~~~  
Presented to the school board for consideration are two options for the 2023-2024 school year calendar. Based on stakeholder input, the administration recommends adoption of Option Two.

**Similarities Between the options**

- Professional development is frontloaded in the first semester of the school year.
- No professional development day is scheduled at the end of the school year.
- First semester ends before winter break.
- The February professional development day and parent/teacher conferences are scheduled in the same week, resulting in fewer disrupted weeks in spring semester.
- No school days off after Spring Break due to AK STAR testing window.

**Option One**

- Wednesday, August 16 start (mid-week start)
- Wednesday, May 15 end (mid-week end)
- **Support**
  - Wednesday start allows for easier transition from summer to school schedule for staff, students and families.
  - Wednesday end for students and with a work day on Thursday for staff allows for students and staff to travel earlier for the Memorial weekend.
  - Winter Break would start several days before Christmas weekend and would allow for families to have time off to travel earlier.
  - Winter break would end the first week of January. Start of the new semester would be Thursday so returning students and staff would have a short week.
- **Concerns**
  - Potential for lower attendance in the first week.
  - Potential for lower attendance in the first days back from Winter Break.

### **Option Two (Recommended for Adoption)**

- Wednesday, August 17 start (mid-week start)
- Friday, May 17 end (end of week end)
  
- **Support**
  - Wednesday start allows for easier transition from summer to school schedule for staff, students and families.
  - Full week off following Christmas for Winter Break.
  - Friday end for students allows for higher student attendance before summer break.
  
- **Concerns**
  - Potential for lower attendance in the first week.



# Guidelines for the 2023-2024 School Calendar

## Length of School Year

- The calendar must consist of 180 student contact days plus four (4) teacher work days.
- Professional development (in-service) days count as student contact days.
- Parent-teacher conference days count as student contact days when subtracted from the ten (10) professional development days allowed by state statute each year.
- Teacher work days and vacation/holidays do not count as student contact days.
- Quarters should be approximately 45 days each.
- Semesters should be balanced at approximately 90 days each.
- Three (3) tentative student contact days should be included in case of school closure due to inclement weather.

## Teacher Work Days

The calendar includes four (4) teacher work days when students are not in school, distributed as follows:

- Two (2) before school starts for students
- One (1) following the end of the first semester
- One (1) following the last day of school for students

## Professional Development (In-Service) Days

No more than ten (10) professional development days are allowed by state statute to count as student contact days. The proposed calendars have six (6) professional development days and four (4) parent-teacher conference days.

## Observed Holidays 2023-24

The following holidays are observed by the district per Alaska Statute 14.03.050 and FNSBSD Policy 290.1:

|                             |                                 |
|-----------------------------|---------------------------------|
| Independence Day            | Tuesday, July 4                 |
| Labor Day                   | Monday, September 4             |
| Thanksgiving Break          | Thursday-Friday, November 23-24 |
| Christmas Day               | Monday, December 25             |
| New Year's Day              | Monday, January 1               |
| Martin Luther King, Jr. Day | Monday, January 15              |
| Memorial Day                | Monday, May 27                  |

## Other Holidays 2023-24

The school district does not officially observe other holidays, but at times, in-service days or parent-teacher conference days are scheduled to coincide with other state and/or federal holidays.

|                        |                       |
|------------------------|-----------------------|
| Rosh Hashanah          | Friday, September 15  |
| Yom Kippur             | Sunday, September 24  |
| Columbus Day           | Monday, October 10    |
| Indigenous Peoples Day | Monday, October 10    |
| Alaska Day             | Wednesday, October 18 |
| Veterans Day           | Friday, November 10   |

|                |                      |
|----------------|----------------------|
| Chanukah       | Monday, December 15  |
| Kwanzaa        | Tuesday, December 26 |
| Presidents Day | Monday, February 19  |
| Seward's Day   | Monday, March 25     |
| Good Friday    | Friday, March 29     |
| Easter Sunday  | Sunday, March 31     |



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# OPTION 1

## 2023

| July |    |    |    |    |    |    |
|------|----|----|----|----|----|----|
| S    | M  | T  | W  | T  | F  | S  |
|      |    |    |    |    |    | 1  |
| 2    | 3  | 4  | 5  | 6  | 7  | 8  |
| 9    | 10 | 11 | 12 | 13 | 14 | 15 |
| 16   | 17 | 18 | 19 | 20 | 21 | 22 |
| 23   | 24 | 25 | 26 | 27 | 28 | 29 |
| 30   | 31 |    |    |    |    |    |

## August

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |    |    |

## September

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

## October

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |    |    |    |    |

## November

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 |    |    |

## December

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

### 2023

#### August

- 9, 15 Teacher Work Days
- 10-14 Professional Development
- 16 First Day for Students

#### September

- 4 Labor Day (holiday)
- 29 Professional Development

#### October

- 13 End of 1<sup>st</sup> Quarter (early dismissal)
- 30-31 Parent-Teacher Conferences

#### November

- 10 Professional Development
- 23-24 Thanksgiving (holiday)

#### December

- 18-20 Last 3 Days (early dismissal)
- 20 End of 2<sup>nd</sup> Quarter (early dismissal)
- 21 Winter Break - Begin

### 2024

#### January

- 2 Winter Break - End
- 3 Teacher Work Day (no school)
- 4 Second Semester-Start
- 15 Martin Luther King Jr. (holiday)

#### February

- 19 Professional Development
- 20-21 Parent-Teacher Conferences

#### March

- 8 End of 3<sup>rd</sup> Quarter (early dismissal)
- 11-15 Spring Break

#### April

- 1-30 Tentative Testing Window

#### May

- 13-15 Last 3 Days - Early Dismissal
- 15 Last Day for Students
- 16 Teacher Work Day

- School Start/End
- End of Quarter (early dismissal)
- { }** Testing Window
- Last 3 days (early dismissal)
- Staff Training Day (early dismissal)
- Professional Development Day (no school)
- Vacation/Holiday (no school)
- Parent-Teacher Conferences (no school)
- Teacher Work Day (no school)
- Tentative Make-Up Days for Bad Weather

## 2024

| January |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| S       | M  | T  | W  | T  | F  | S  |
|         | 1  | 2  | 3  | 4  | 5  | 6  |
| 7       | 8  | 9  | 10 | 11 | 12 | 13 |
| 14      | 15 | 16 | 17 | 18 | 19 | 20 |
| 21      | 22 | 23 | 24 | 25 | 26 | 27 |
| 28      | 29 | 30 | 31 |    |    |    |

## February

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 |    |    |

## March

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

3<sup>rd</sup> Quarter: 46 days

## April

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    | {1 | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 |    |    |    |    |

## May

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 |    |

4<sup>th</sup> Quarter: 43 days

## June

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |    |

1<sup>st</sup> semester: 91 days  
2<sup>nd</sup> semester: 89 days

# OPTION 2



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## 2023

| July |    |    |    |    |    |    |
|------|----|----|----|----|----|----|
| S    | M  | T  | W  | T  | F  | S  |
|      |    |    |    |    |    | 1  |
| 2    | 3  | 4  | 5  | 6  | 7  | 8  |
| 9    | 10 | 11 | 12 | 13 | 14 | 15 |
| 16   | 17 | 18 | 19 | 20 | 21 | 22 |
| 23   | 24 | 25 | 26 | 27 | 28 | 29 |
| 30   | 31 |    |    |    |    |    |

## August

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |    |    |

## September

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

## October

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |    |    |    |    |

1<sup>st</sup> Quarter: 44 days

## November

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 |    |    |

## December

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

2<sup>nd</sup> Quarter: 48 days

## 2023

### August

- 10, 16 Teacher Work Days
- 11-15 Professional Development
- 17 First Day for Students

### September

- 4 Labor Day (holiday)
- 29 Professional Development

### October

- 13 End of 1<sup>st</sup> Quarter (early dismissal)
- 30-31 Parent-Teacher Conferences

### November

- 10 Professional Development
- 23-24 Thanksgiving (holiday)

### December

- 20-22 Last 3 Days (early dismissal)
- 22 End of 2<sup>nd</sup> Quarter (early dismissal)
- 25 Winter Break - Begin

## 2024

### January

- 5 Winter Break - End
- 8 Teacher Work Day (no school)
- 9 Second Semester-Start
- 15 Martin Luther King Jr. (holiday)

### February

- 19 Professional Development
- 20-21 Parent-Teacher Conferences

### March

- 8 End of 3<sup>rd</sup> Quarter (early dismissal)
- 11-15 Spring Break

### April

- 1-30 Tentative Testing Window

### May

- 15-17 Last 3 Days - Early Dismissal
- 17 Last Day for Students
- 20 Teacher Work Day

- School Start/End
- End of Quarter (early dismissal)
- Testing Window
- Last 3 days (early dismissal)
- Staff Training Day (early dismissal)
- Professional Development Day (no school)
- Vacation/Holiday (no school)
- Parent-Teacher Conferences (no school)
- Teacher Work Day (no school)
- Tentative Make-Up Days for Bad Weather

## 2024

| January |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| S       | M  | T  | W  | T  | F  | S  |
|         | 1  | 2  | 3  | 4  | 5  | 6  |
| 7       | 8  | 9  | 10 | 11 | 12 | 13 |
| 14      | 15 | 16 | 17 | 18 | 19 | 20 |
| 21      | 22 | 23 | 24 | 25 | 26 | 27 |
| 28      | 29 | 30 | 31 |    |    |    |

## February

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 |    |    |

## March

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

3<sup>rd</sup> Quarter: 43 days

## April

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 |    |    |    |    |

## May

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 |    |

4<sup>th</sup> Quarter: 45 days

## June

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |    |

1<sup>st</sup> semester: 91 days  
2<sup>nd</sup> semester: 89 days

# 2023-24 School Calendar Survey Results

## Survey Description

The survey and messaging included the following information:

Please choose which academic calendar you would prefer for the 2023-24 school year. Your feedback helps inform the administration's recommendation to the Board of Education, as well as the Board's adoption of the 2023-24 calendar. This survey will close on **Wednesday, April 13 at 12pm**.

The differences between the two options are:

### [Option 1](#) (*click to view PDF of calendar*)

- Wednesday, August 16, 2023 school start
- First semester ends Wednesday, December 20
- Winter break starts Thursday, December 21
- First day of second semester is Thursday, January 4, 2024
- Last day of school is Wednesday, May 15, 2024

### [Option 2](#) (*click to view PDF of calendar*)

- Thursday, August 17, 2023 school start
- First semester ends Friday, December 22
- Winter break starts Monday, December 25
- First day of second semester is Tuesday, January 9, 2024
- Last day of school is Friday, May 17, 2024

The following dates are the same between the two options:

- Parent-teacher conferences: October 30-31 and February 20-21
- Spring Break: March 11-15
- Student testing during the month of April

*How are academic calendar date decisions made? Learn more about [academic calendar requirements](#).*

## Survey Distribution

The survey was sent to all staff and families on March 31. A reminder email was sent to all staff and families on April 7, and a last call text was sent April 12.

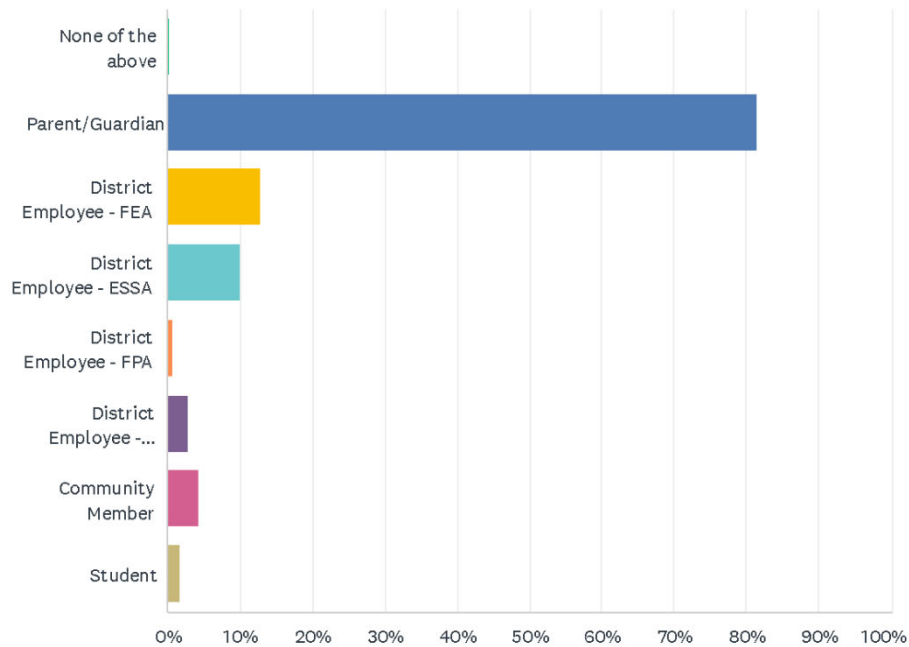
The survey was also posted to the district Facebook and Instagram accounts and boosted for \$150 for two weeks. The post reached 11,168 people who saw the post at least once, and received 2,258 post engagements (reactions, shares, comments, and clicks).

The survey closed on April 13 at 12pm. There were **2,707 responses**.

## Question Response Summaries

### Q1 I am a:

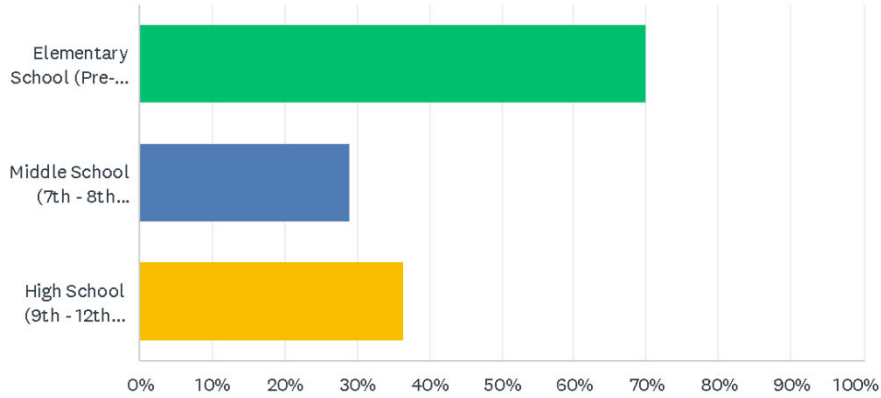
Answered: 2,707 Skipped: 0



| ANSWER CHOICES                      | RESPONSES |       |
|-------------------------------------|-----------|-------|
| None of the above                   | 0.22%     | 6     |
| Parent/Guardian                     | 81.46%    | 2,205 |
| District Employee - FEA             | 12.89%    | 349   |
| District Employee - ESSA            | 10.08%    | 273   |
| District Employee - FPA             | 0.74%     | 20    |
| District Employee - Non-Represented | 2.73%     | 74    |
| Community Member                    | 4.25%     | 115   |
| Student                             | 1.66%     | 45    |
| Total Respondents: 2,707            |           |       |

## Q2 If you are a parent/guardian, which grade does your student attend? (Check all that apply if you have more than one student)

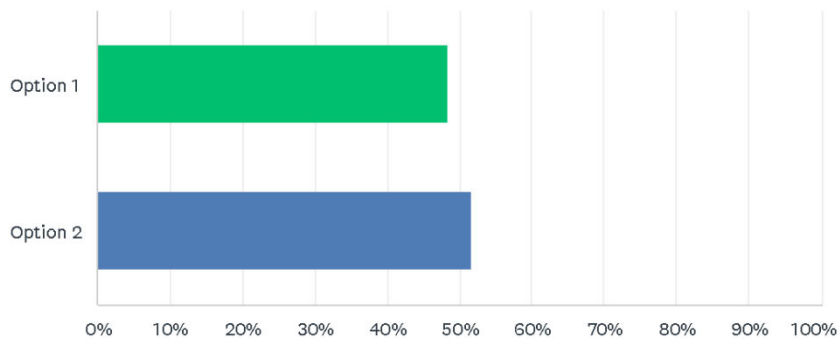
Answered: 2,292 Skipped: 415



| ANSWER CHOICES                                                       | RESPONSES |       |
|----------------------------------------------------------------------|-----------|-------|
| Elementary School (Pre-K - 6th grade; 7th - 8th grade if K-8 school) | 69.85%    | 1,601 |
| Middle School (7th - 8th grade)                                      | 28.97%    | 664   |
| High School (9th - 12th grade)                                       | 36.47%    | 836   |
| Total Respondents: 2,292                                             |           |       |

## Q3 Which option do you prefer?

Answered: 2,707 Skipped: 0



| ANSWER CHOICES | RESPONSES |       |
|----------------|-----------|-------|
| Option 1       | 48.50%    | 1,313 |
| Option 2       | 51.50%    | 1,394 |
| TOTAL          |           | 2,707 |

## Detailed Breakdown by Respondents

### Parents

- All parents (2,205 responses)
  - Option 1 - 49.12%
  - **Option 2 - 50.88%**
- Elementary (K-6, includes 7-8 if K-8 school) parents (1,561 responses)
  - Option 1 - 49.46%
  - **Option 2 - 50.54%**
- Middle school (7-8) parents (642 responses)
  - Option 1 - 47.04%
  - **Option 2 - 52.96%**
- High school (9-12) parents (792 responses)
  - Option 1 - 47.60%
  - **Option 2 - 52.40%**

### Staff

- All staff (716 responses)
  - Option 1 - 48.74%
  - **Option 2 - 51.26%**
- FEA (349 responses)
  - **Option 1 - 52.72%**
  - Option 2 - 47.28%
- ESSA (273 responses)
  - Option 1 - 43.96%
  - **Option 2 - 56.04%**
- FPA (20 responses)
  - **Option 1 - 55.00%**
  - Option 2 - 45.00%
- Non-Represented (74 responses)
  - Option 1 - 45.95%
  - **Option 2 - 54.05%**

### Community

- All community (115 responses)  
*Note: This should not be considered representative.*
  - Option 1 - 41.74%
  - **Option 2 - 58.26%**

### Students

- All students (45 responses)  
*Note: This should not be considered representative.*
  - **Option 1 - 60.00%**
  - Option 2 - 40.00%