

# Recommendations of Special Committees

- Student Achievement
- Student & Community Safety
- Parent Engagement
- Concentration of Poverty

# Student Achievement Committee



# Student Achievement Recommendations

- 1. Establish an Office of Social Justice**
- 2. Create a Youth Council on Instructional Improvement**
- 3. Create an office of instructional change**

# 1. Establish an Office of Social Justice

- **Implement culturally relevant pedagogy with asset-based curriculum**
- **Conduct ongoing professional development on institutional racism and implicit bias**
  - **Work with African American studies, Special Education, Latino studies, and ELL/Bilingual Education to elicit suggestions for curriculum and instruction**
- **Report Directly to the Board of Education**
  - **Ensure this office is properly funded, staffed, and given authority to make change**

## 2. Create a Youth Council on Instructional Improvement

- **To help develop curriculum**
- **To provide input on teacher evaluations**
- **To problem solve around issues of school climate**
- **To provide input on behavioral issues and discipline**
- **To provide input on community building practices**
- **To create communication tools used by students**
  - Facebook page, Twitter feed, wiki, radio, print media
- **Establish a student mentoring program**
- **Report directly to the Board**
  - **Ensure that this office is properly funded, staffed, and given authority to make change**

### 3. Create an office of instructional change

- **Shift from skills based to inquiry based instruction in math and literacy.**
  - **Innovative, effective, authentic instruction based on research.**
  - **Evidenced by correlation analysis of class grades to educational outcomes such as Regents and AP exams.**
- **Provide appropriate instructional materials and support to address differentiated student need, including students with disabilities and English Language Learners.**
- **Implement developmentally appropriate K-3 Literacy curriculum and practices (e.g. small class size).**

### 3. Create an office of instructional change

- **Establish regular dialogues with parents and community representatives about proposed reforms and social/emotional support.**
- **Value classroom teacher experience and professionalism**
  - **Enforce School Based planning policy so that all constituencies have authentic venues for feedback about curriculum reform.**
- **Assure that all teachers will attend authentic professional development aimed at improving student achievement and making needed instructional change.**
- **Restructure the school year (e.g. 11-12 months)**

# Student & Community Safety Committee





# Student & Community Safety Recommendations

- 1. Adopt a holistic and therapeutic approach toward students with behavioral difficulties, focusing on addressing underlying needs and difficulties, and establishing a clear structure to foster trust**
- 2. Incorporate a restorative and therapeutic approach in the Code of Conduct, using clear and readily comprehensible language**
- 3. Alternatives to Suspension (ATS) should be restored in as many schools as fiscally feasible - beginning with schools that have the highest student suspension rates**
- 4. Review the current configuration of the K-8 model for schools**

# 1. Adopt a Therapeutic Approach

- **The District should develop and lead a multisystem collaborative using a strength-based, child-centered approach that provides consistent responses in all aspects/settings of the child's life (school, home, and community)**
- **Training for all adults in schools who interact with children across settings (school, home and community) that includes:**
  - **Identifying precursors to problems before they become significant issues**
  - **Responding in ways that de-escalate the situation while maintaining respect and dignity**
  - **Using trauma-informed interventions**
  - **Effective conflict resolution and restorative justice practices**
  - **Understanding of youth culture, social media, and ways to interact with youth – to be conducted by students for academic or community service credit**

# 1. Adopt a Therapeutic Approach

- **Create a portfolio for each student: their academic performance, skills/strengths, needs, interests, history of interventions, response to interventions, etc. to coordinate response to child among various partners**
- **Utilize schools as community centers, with community-based organizations and service providers available at school after the end of the school day:**
  - **Maximize access to services for students and their families;**
  - **Provide services sooner to prevent escalation of problems;**
  - **Provide recreational programs and alternative educational pathways to students (e.g. job/career training, work experience);**
  - **Reduces exposure to violence on the streets and likelihood of students becoming involved.**

## 2. Incorporate a therapeutic, restorative approach in the Code of Conduct

- **Create a system of accountability to ensure that the therapeutic approach is implemented in all schools, and that implementation is sustained over time: structure and consistency are critical to success and to promoting a sense of safety**
- **Implement these recommendations strategically: begin with the core group of teachers/staff with the greatest impact on school culture/climate**
- **Implementation of recommended initiatives must be sustained with consistency and fidelity for at least three years to begin to observe the impact**

### 3. Restore Alternatives to Suspension (ATS)

- **To ensure provision of effective educational, social/emotional support:**
  - **Limit the number of students in each ATS room to 20 at a time;**
  - **Utilize ATS for full days, not to be used as a “time out” room**
- **ATS staff should provide “after care” as needed: checking on students after their return to their regular class schedule, and offering support during this transition.**
- **District leadership and the partner agency should provide support for ATS in schools beginning in the 2014-15 school year**
- **January 2015: a complete report should be presented to the Board of Education regarding the success of the ATS program. The Board should use this data to determine funding priorities for the program in the 2015-16 budget cycle.**



## 4. Re-Examine K-8 Model in Schools

- **The current K-8 configuration should be evaluated to determine the effectiveness of this model**
- **The evaluation should include a survey of all stakeholders in the K-8 schools, including: students, parents, faculty, staff and administrators**
- **The survey results should be reviewed in conjunction with other available data to determine if this model provides the best educational environment for students to succeed.**

# Parent Engagement Committee



## Parent Engagement Recommendations

- **Reorganize the Office of Parent Engagement and Redefine Roles of Parent Liaisons;**
- **Increase funding on parent and family engagement;**
- **Ensure all family engagement policies are strictly enforced;**
- **Revise policies and create mechanisms to support School Choice Policies and Parent Rights;**
- **Broaden access of our Board of Education Commissioners to all parents.**





## Reorganize the Office of Parent Engagement and Redefine Roles of Parent Liaisons

- The Office of Parent Engagement will report directly to the Board Education rather than the Superintendent.
- Combine the titles of Parent Liaison and Home School Assistant and revise job descriptions of these key personnel to be proactive, effective facilitators of parent and family engagement.
- To facilitate these systemic transitions, provide joint professional development for Principals and Office of Parent Engagement staff, including Parent Liaisons to ensure that Parent Liaisons are able to perform their new roles in accordance with their job descriptions.



## Increase Funding on Parent and Family Engagement

**To support the extensive research that demonstrates that parents are the most beneficial influences on the educational success of their children, increase funding on parent and family engagement:**

- Currently, The Elementary and Secondary Education Act, Section 1118 and the waiver outlined in the Field Guidance on Parent Engagement Requirements (May 29, 2012), requires the District (Local Education Agency) to spend 2% of Title 1 funds on parent involvement and parent engagement (the equivalent of \$480,000 for the 2013-14 Fiscal Year in our district). Consistent with the Title I Model, we call for the allocation of additional funding for parent engagement at the level of **at least 2% of the District's total budget.**



Ensure all family engagement policies are strictly enforced

**Develop a clearly defined process, including timely audits, to ensure all policies are strictly enforced, including:**

- Having three elected parents actively serving on each School Board Planning Teams at all times.
- Creating a process of accountability and transparency at the school and District level regarding all funding for parent involvement and engagement and ensure parents are “involved in the decisions regarding how funds reserved under Title 1, subparagraph (A) are allotted for parent involvement activities.”

(Source: Part A - Improving Basic Programs Operated by Local Educational Agencies, *Subpart 1 - Basic Program Requirements*, SEC. 1118. PARENTAL INVOLVEMENT)



## Revise policies and create mechanisms to support School Choice and Parent Rights

- Clarify the Parent Preference/Managed Choice Policy.
- Re-institute the Citywide Expo and develop mechanisms to ensure that parents are consulted and informed in the planning and implementation of the Expo.
- Facilitate a process (led by the Parent Advisory Council) for parents to create a Parents' Bill of Rights.



Broaden access of our Board of Education Commissioners to all parents

- **Board of Education Commissioners will establish stations and office hours (once a month) at each school where they serve as Board Liaisons.**

# Concentrated Poverty Committee

# Concentrated Poverty in Rochester

## Our Nation's Poorest Cities

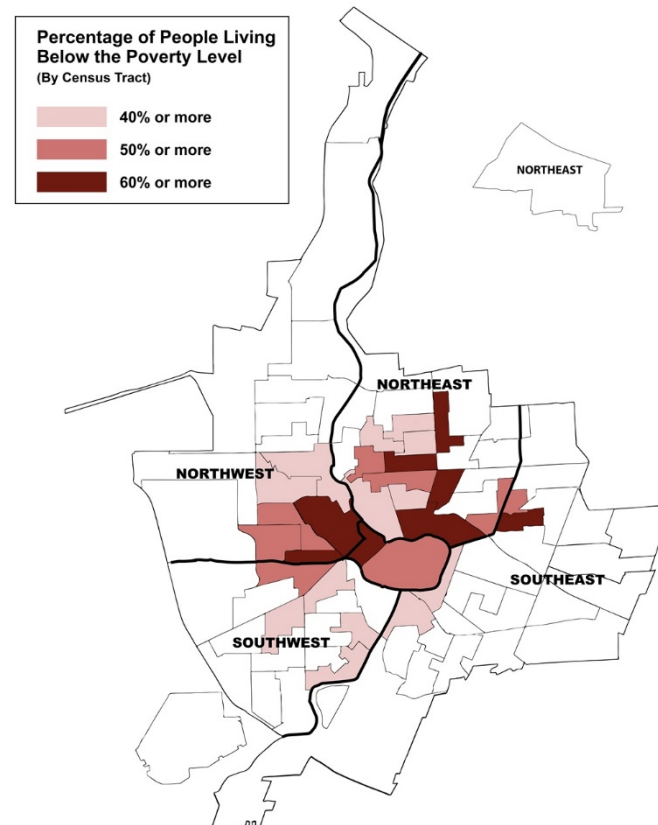
### Principal Cities in Top 75 U.S. Metros

Rank	City	Poverty Rate
1	Detroit	36.2%
2	Hartford	32.9%
3	Cleveland	32.6%
4	Dayton	32.5%
5	<b>ROCHESTER</b>	<b>31.1%</b>
6	Buffalo	29.9%

### Principal Cities of Similar Size

Rank	Metro Area	Poverty Rate
1	Hartford	32.9%
2	<b>ROCHESTER</b>	<b>31.1%</b>
3	Buffalo	29.9%
4	Birmingham	27.3%
5	Richmond	26.3%

## ROCHESTER'S CONCENTRATED POVERTY



- Rochester Area Community Foundation



# Concentrated Poverty Recommendations

- 1. Develop an opportunity for students in the most economically challenged areas in Monroe County to attend school in some of the least economically challenged areas in the county.**
- 2. Create the ADOPT A SCHOOL program**
- 3. Perform market research to identify demand for unique learning opportunities and magnet schools.**



# 1. Develop opportunities for students

*Develop an opportunity for students in the most economically challenged areas in Monroe County to attend school in some of the least economically challenged areas in the county.*

- **Allow students throughout the county to take advantage of unique learning opportunities.**
  - SOTA II
  - Partnership with Eastman School of Music – offer new music based high school



## 2. Create the ADOPT A SCHOOL program

- **Connect economics with education by creating partnerships with local companies. The company will “adopt” school(s) and voluntarily build long-term relationships that provide supports and resources to economically change students and their family life.**



## 2. Create the ADOPT A SCHOOL program

- **Potential benefits include:**
  - **Creating a positive experience for students.**
  - **Students observe careers or jobs that exist in different companies and experience real-life collaborations (i.e. Real-estate company partnership) These could expose students/parents to professionals in Real-Estate, Legal and Financial professions.**
  - **Creates opportunities that may not have existed within student's environment.**
  - **Provide job opportunities for parents (i.e. hosting job fairs).**
  - **Provide role models/mentors to parents and students.**
  - **Provide training/classes for parents and students (i.e. Financial, Investing, Real-estate, home ownership).**
  - **Provide housing resources and opportunities in different neighborhoods.**



## 2. Create the ADOPT A SCHOOL program

- **Potential Action include:**
  - Find a company that is ready to partner with the District
  - Partnership potential with Rochester Housing Authority
  - Identify six or seven schools to adopt – discussion regarding 14621 being a good place to start
  - Utilize University of Rochester for key research and study of the new adoption model



### 3. Perform market research

***Perform market research to identify demand for unique learning opportunities and magnet schools.***

- **Survey the business community to identify needed skills**
- **Survey parents of 4th & 5th graders to identify desired learning opportunities**
- **Plan future magnet schools to meet needs of the community**



# Contact Us:

Board of Education  
131 West Broad Street  
Rochester, New York 14614  
[www.rcsdk12.org](http://www.rcsdk12.org)

[BoardofEducation@rcsdk12.org](mailto:BoardofEducation@rcsdk12.org)

Twitter: RCSD\_BOE

(585) 262-8525