



**TUSD School Council Support Team
Questions Regarding Policy CFC**

Categories

1. Recruit and elect the SC
2. Establish roles and procedures
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4. Establish decision guidelines
5. Promote community involvement
6. Develop site plan and budget
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<u>QUESTIONS ON POLICY</u>	
1. Recruit and elect the SC	
1. Is the school council going to be restructured or will current councils be built upon? Existing councils are the starting point under the new policy. They then have more discretion as to how to evolve, so long as they comply with the State statutes.	1
2. How is <u>retention</u> being <u>maintained</u> ? I am unsure how to interpret this question. If referring to council member retention, it is recommended that longer terms might be considered with some kind of staggering mechanism. If referring to "promotion and retention," that will be a discussion of the council in keeping with district policy and state statute.	1
3. What happens when members change? Each council should address this issue in its by laws. Regular training will be available to help bring new members "up to speed," but it will always be an issue.	1
4. How will members be chosen? Changed? Stay Same? See #1 above.	1
5. Should terms of service be at least 2 years & stagger terms? Longer terms will probably be helpful in this process.	1
6. Will the composition of the school council and lengths of terms remain the same? Within the statute councils can vary based on their own bylaws.	1
7. Information on optimal length of members' service to effectively promote/endure change? Answered in another item. See item #1 and #2.	1
2. Establish roles and procedures	
8. Can the district disband a "dysfunctional" council? Yes. The policy provides that additional training and intervention be provided, but at the superintendent's discretion a council can be reorganized.	2
9. Will quarterly reports be user friendly? Every attempt is being made to simplify reporting. A major effort is being made to get everything "on line" so it is easily accessible. We are also trying to make sure that ample training is provided.	2

<p>10. How committed is Board to following recommendations for new hires? The Board has committed to shared decision making and seemed to understand that this required allowing sites to make important decisions. On the other hand, by statute, only the Governing Board of a district can hire or fire an employee. This is therefore something that will evolve.</p>	2
<p>11. What is role & responsibility of support team? The support team is to provide all possible assistance to make the process a success. This includes training, communication, mediation and monitoring of success. A major effort is currently being made to improve communication between the departments and the schools. Where necessary we are helping to reinvent procedures to allow the sites more input and decision making ability</p>	2
<p>12. How is the "role" of the school council defined on a fundamental level? <u>What</u> is the role? Under the new policy the role of the council is to make important decisions in the areas specified in the policy and the document that delineates areas of decision making. They are to work together to improve student learning.</p>	2
<p>13. How much support? Funds have been allocated and each department has appointed liaison personnel to maximize support. The Board seems committed to the process as dose Central Administration. If you need assistance contact a member of the Support Team.</p>	2
<p>14. What will our timeline look like? The Pilot is in force now. The goal is for a full roll out by January of 2007, although the result of the Pilot may modify this goal.</p>	2
<p>15. Quarterly reports? Some new data gathering techniques are being implemented that should be more user friendly. At this time only an annual report will be required.</p>	2
<p>16. What is a SC advocate? The members of the Support Team are to serve as the schools' advocates in this process. One of the members of the Support Team has volunteered to take specific responsibility for each school in the Pilot.</p>	2
<p>17. Summer commitment? Incentives for involvement? This will depend on each council's own decisions. Training will be available over the summer, if desired. The basic incentive structure remains the same. Councils wishing to deviate should use the "waiver" process.</p>	2
<p>18. Principal's role & support-specifics, authority? The principal is to lead and facilitate the Council. A few areas are specifically designated in the document that delineates responsibility under the policy. It is, or will soon be, available on the web site.</p>	2
<p>19. Basic functions of council – specifics? Refer to the document mentioned above. If you have trouble finding it contact your support team member. I will also recommend that it be sent to the list serve. That way everyone will have it readily available.</p>	2
<p>20. How will district support different council needs? The Support Team will provide initial support. In addition, at least one member of every district department has been designated to provide direct support in that area. They have received training in the process and its objectives and will receive more every two weeks from now on. Finally if this doesn't cover your support need we will seek someone who can.</p>	2

<p>21. How will info be disseminated? The web site is being updated and will be kept current. A list serve has been created that will include all council members. A good deal of information will be sent direct to each member in this way. Share Point software will also be available to all members. It's sole purpose is to facilitate communication among all stake holders. Finally each council has direct assignment to a member of the Support Team who will be checking with them regularly to facilitate communication and smooth out the inevitable bumps in the road.</p>	2
<p>22. Support/resources for administration of council? See previous items and also category 6 answers.</p>	2
<p>23. What is common for ALL councils? All councils must follow the state statute and district policy. They may apply for and possibly receive "waivers" to district policy and regulation.</p>	2
<p>24. Evolution of process? This is obviously new territory for most of us. We have clear models for the ultimate process such as Edmonton , but will need to adapt these models to the needs of TUSD.</p>	2
<p>25. Robert's rules as meeting protocol? Each council is responsible for developing its own procedures and by-laws.</p>	2
<p>26. Do our TUSD liaisons attend all our meetings and give immediate feedback? We will attend as many meetings as possible. Feedback should be immediate.</p>	2
<p>27. As school makes more decisions how will role of central office change? Central office will take on a more facilitative than directing role. In many site based districts central functions become market driven with schools contracting for needed services. How this will play out in TUSD remains to be seen.</p>	2
<p>28. Will the school council be setting guidelines as to the decision-making for teacher/council/principal? Each site is to develop its own by laws and operating procedures.</p>	2
<p>29. What is the time commitment? Time commitment will depend on how the site functions and develops. Use of sub-committees and task teams is highly recommended to involve more stake holders and reduce the time burden on the Council.</p>	2
<p>30. Do the parents have the same rights as a principal/other members of council? By statute parents have an equal voice in the Council. How that works out in practice depends on each council's bylaws.</p>	2
<p>31. How does the new policy vary from the beginning policies? The new policy is much more open and allows much more autonomy to school councils. It is also less procedural.</p>	2
<p>32. Who mediates conflict resolution? The Support Team is available or trained mediators can be obtained in the extreme. On the other hand, councils should generally work conflict out themselves.</p>	2
<p>33. How did the shift in power evolve? Leadership (shared decision making) Based on research provided the Governing Board and Central Administration decided upon the policy.</p>	2
<p>34. What is the recommendation for establishing sub-committees? The more the work can be shared the better. The goal is 100% involvement at some point in the future.</p>	2
<p>35. How do we guarantee parent participation in the governance? Policy and statute require it.</p>	2

36. How will the issues discussed by pilot program and individual school councils be communicated to the appropriate department and school communities? A contact has been appointed in each department. They should be kept up to date. Implementation of "Share Point" should further facilitate this.	2
37. What will the actual time commitment be? Depends on the individual council. If committees are used well, it should be about the same.	2
38. Can a school council be politically active? Yes, within statute and policy.	2
39. What is the time commitment of this pilot program? How often will we meet? Answered in another item. See item #29.	2
3. Develop team norms	
40. How do we start? (what is the priority?) Each council will need to set its own priorities for action	3
41. How is the school council role <u>kept</u> on a democracy level, i.e., all voices heard equally? Each council will need to work through how they do this. Training and support will be available to ease the process.	3
42. What happens if members missing – loss of broad perspectives? Attendance is crucial. If the council is making real and important decisions, the research indicates that members will come to value their own attendance. By laws should also specify how this issue will be dealt with.	3
43. How will this change our relationship with TUSD service departments? All service areas are to have someone specifically assigned as a School Council Contact. They are also part of the expanded support team. Their task will be quick response and to facilitate creative problem solving.	3
44. Will we be able to request more school-specific personalized service? (For example, will transportation continue to determine our schedule or will they provide the service we need? Can we look elsewhere, i.e., outsourcing? All departments have been asked to seek solutions outside of their procedures. Specifically instead of saying "no" they have been asked to respond "Let's see if we can find a way to make this work."	3
45. Will expanded support staff work with school councils to change district policy regarding the formulas for FTE calculation? Support staff is not being expanded, just reoriented. Input will be accepted to formulas as well as the site having discretion how to rearrange its FTE allocation.	3
46. Will transportation continue to run the district? How can flex schedules be actualized? Answered in another item. See #44	3
47. How will mission, vision, focus be determined? There is a current strategic planning process ongoing at the district level. School mission and vision should fit within the outcomes of this process as adopted by the Governing Board.	3
48. How to implement change without alienating folks? Training will be available in this area.	3
49. How to make student friendly? Student learning is the center of the policy and the ultimate goal of the whole process. That in itself should make it more student friendly. If needed assistance will be available and training if requested.	3

50. When will transportation be able to work with school councils? Now	3
51. Are you sure we can't look at Food Service? Food service seems quite willing to work with councils.	3
4. Establish decision guidelines	
52. How will unitary status affect councils? It should not effect councils in any way. There may be decisions required around unitary status but council operations should not be effected.	4
53. Would a council have authority to make a school K-6? The council could apply to do this using the waiver process.	4
54. How do we go about making educational decisions? This is the crucial business of a council. How will vary from council to council. There is a considerable amount of information regarding this process in the School council Review of the Literature available on the web site. More will be provided as part of the on going training that will be provided.	4
55. Consensus agreement had a specific section on Shared Decision Making. What is the status now? The Consensus was not changed by the policy. A "crosswalk" is now underway to determine what existing policies and agreements will need to change and how. The Association has agreed to look at these issues and make changes as appropriate. In the meantime the "waiver" is available to initiate consideration of deviations from any policy or agreement.	4
56. How will a school's constitution be impacted by the policy? The constitution may or may not have to change to comply with the policy. In general the new policy offers more flexibility than the old. Each council should review its own bylaws to determine necessary or desired changes.	4
57. How do we develop a flexible work week when it may conflict with Consensus Agreement? The waiver would be used to begin this process.	4
58. Can school's discipline plan differ from school board? The waiver would be used to seek deviation.	4
59. How will school-wide discipline plan be different from district plan? See 58.	4
60. What can flexible work week look like? The school could develop its own plan and then use the waiver to seek permission to implement it.	4
61. What is role of principal for implementing policy? There is a document that delineates areas of responsibility that was adopted with the policy. Please refer to it for specific answers. Under the policy it is the councils shared responsibility to implement policy and seek the improvement of student achievement.	4
62. What is school council's role in hiring staff at all levels? This is delineated in the document mentioned above. Councils should have input to hiring. By statute only the Governing Board can hire or fire. They seem disposed to allow considerable input though.	4
63. Flexible work week impact district-wide Wed. PD? Answered in another item. See #60	4
64. How much leeway is there w/consensus agreements? Answered in another item. See #55	4
65. Policy on enrollment – can school councils make decisions re enrollment? Answered in another item. See #61	4

66. How much freedom of staffing, choices? Answered in another item. See #61 and #62.	4
67. Who will develop 301 site goals? The entire school staff will develop the goals. These goals will be reviewed and approved by the council.	4
68. Transportation, Food Services, other...off the table? Why? These are on the table which is why a liaison has been appointed for each area. Many things will be possible through discussion, if not then the waiver process is available.	4
69. What elements of control does pilot change? This question is answered specifically throughout these questions.	4
70. State/Federal government role? Contrary goals? Reforms? Everyone has to comply with state and federal statute and regulation. They do not have a waiver process☺ The flexibility for councils lies in finding improved ways of meeting these statutes and mandates.	4
71. How much decision-making will we be allowed? School within school alternative, etc. Curriculum? Nothing is foreclosed, unless it violates statute. The method to explore possibilities is the "Waiver" at has been distributed to all pilot schools. At the same time a clear rationale must be developed and there must be potential for increasing learning and organizational efficiency.	4
72. Will school councils evaluate principals? (Clarify what the role of principals will be) Principals' roles must change in some cases from the boss to leadership and facilitation. Some districts do allow councils input into evaluation. The process in TUSD is unknown at this point.	4
73. How will there be an ability to relax consensus rules if site needs this? The waiver is the mechanism.	4
74. How does a school support creativity within the curriculum with so many programs already mandated? Core curriculum is the target and is therefore not negotiable. How each school achieves maximum progress toward the standards is to be very flexible.	4
75. How much leeway will councils have to change district policy and/or consensus agreements? This is what the waiver will be used for. Each waiver will be individually considered.	4
76. What kind of power do we have to influence downtown? Answered in another item. See #71 and #75	4
77. Will school council be able to influence district decision on class size? Answered in another item. See #71 and #75 as well as others.	4
78. Is school council role more advisory vs. final decision? School councils, under the policy, decide.	4
79. How do we deal with the employee contract when we are not aligned? Waiver	4
80. Flexible work week of primary teacher? If a violation of policy or contract a waiver must be obtained.	4
81. How do you reach consensus? Training can be provided in this area. Aside from that it will depends on the council's bylaws.	4
82. Check and balances? There are checks and balances already within the statute and there should be within the council's own bylaws. Additionally the policy includes provisions to require additional training or to reorganize the council.	4

83. What are the non-negotiables? 1. How much funding the district receives from the state. 2. The Standards 3. NCLB 4. The District Strategic Plan, when finalized 5. The statutes.	4
84. Who has the final say on decisions? Board? By statute the Governing Board is always the final district authority. On the other hand they are committed to shared decision making, so are disposed to allow the maximum latitude possible.	4
85. Where are we autonomous and not? Previous answers define this pretty well.	4
86. What kind of latitude do schools have with benchmarks? Can we modify or create our own common assessments? Schools may develop their own benchmarks within the Galileo system now. The school's responsibility will be to assess all standards and benchmarks within the school year designated.	4
87. What is the degree that school councils can be involved in personnel issues? Councils should not be involved in "personnel issues" such as hiring or firing. They can be extensively involved in deciding what positions to have and their duties.	4
88. How much control do we have over 301 goals? Policy sets this. The waiver can be used to deviate.	4
89. How much control do we have over the renovation plan? There is considerable input to the renovation plans. The appropriate departments should be contacted to work through this process.	4
90. Do we have persuasion on how many times/year we DIB/DRA? Schools may have entered into grant programs that require frequent administration. Outside of that the requirement is that all standards and benchmarks be assessed within the year required.	4
91. How much laterality do we have with mandated/recommended policies? The waiver	4
92. Will we be able to make decisions that are not aligned w/consensus if all T/S agree? Yes- using the waiver process.	4
93. Will we be able to make the "really big decisions" that impact student learning such as extending school day? Yes- as defined above and within available funding.	4
94. Specifically, how will school councils determine/affect curricular decisions and delivery of said curriculum? Answered in another item. See #71 and #75 as well as others.	4
95. What decision-making powers will the principals retain and which will be taken on by councils? There is a listing of key areas of responsibility that has already been disseminated to each principal and council that makes this clear.	4
96. How "flexible" can a flexible work week be? Pretty flexible if waivers are approved and statute is met.	4
97. How much flexibility do we have with the facility renovation plan? Answered in another item. See #89.	4
98. Will we have complete autonomy over open enrollment? Statute and court orders define a lot of this. Other than that probably.	4

5. Promote community involvement		
99. How do we promote the policy? Who do we promote it to? All school publics should be conversant with the policy. The web site and training will provide resources to make this as easy as possible.	5	
100. Do we promote it to the outside community (area around the school)? How do we do this? Training will be available to facilitate this process	5	
101. How are schools "reaching out" to increase parent involvement? A list serve and SharePoint server are being developed to share ideas in all areas. This will be an area that has potential for this technology to be very useful.	5	
102. More connected among schools? Every effort is being made to connect schools in the Pilot and elsewhere. This includes development of a database, group sends and implementation of a new software solution called SharePoint.	5	
6. Develop site plan and budget		
103. Limitations on personnel policy, selection & job status Answered in another item. See #71 and #75 as well as others	6	
104. What resources will be available to schools for training or specific topics? Each department will provide training in its areas of responsibility. The Support Team will provide training in the process itself, the policy and ways to facilitate the process. If some other type of training or support is required someone will be found to do it.	6 and 8	
105. How much authority will councils have in allocating/designating FTE's (all types)? Councils will have a great deal of latitude in this area. The waiver process will be the method used to do this.	6	
106. Can we spend our monies to hire non-allocated positions; such as Health Consultants, Physical Education Professionals, Arts & Crafts Specialists, Humane Educators, etc...? The council will have considerable discretion to reallocate existing funds and FTEs through the waiver process.	6	
107. FTE allocation include certified & classified? Yes	6	
108. If a school has a particular focus that requires additional \$ (FTE's, etc.) will district support that? Discussion thus far has concerned allocation of existing resources. Some funds are available through the support team for additional needs. District departments have also committed to assisting schools to find needed resources to improve student achievement.	6	
109. Will tax credit \$ be opened up to be more discretionary? It appears that that will be the case to some extent. In other areas the waiver process will also be available in this area.	6	
110. How will classified staff be determined? Answered in another item. See #115 and others	6	
111. How involved is the school with the allocation of "FTE's" as well as the assignment of FTE's? Answered in another item. See #71 and #115 as we as others.	6	
112. Is it possible to develop more <u>consistent</u> budgetary format? Finance is aware of this concern. They are working to address it as far as possible. There appear to be software issues that need to be addressed. I believe a multi-level upgrade is in process that should address some of these concerns.	6	

113. How different will budget decisions be? PD decisions? The team is working with all areas of Central Administration to facilitate major change in decision processes at all area. Central functions have been asked to creatively seek ways to push decision making down to the site level. There should be significant change over time,	6
114. Compensation for amount work? Each site has an allocation that can be used for implementation purposes. It is also possible to propose for district funding that is available. Deviation in this area from policy will probably require a Waiver but the mechanism exists.	6
115. FTE's – When will we have control of our FTE hire #'s? This flexibility is available this year. Councils have the ability to reconfigure their assigned FTEs.	6
116. How will parents and community reps be utilized in this process? Who will manage the budget & how much? School councils are to assume these functions. The Governing Board ultimately determines funding levels for schools through the budget process. Site discretion is over the allocation of allotted funds.	6
117. FTE decisions. Will they be based on need at site determined by council? Basic FTE allocations will be determined at the district level. School councils through the waiver process are to have considerable latitude to determine how FTEs will be used at the building.	6
118. How can we balance our security needs with staffing formulas (more personnel)? Sites will be able to determine needs and allocate FTE allocations accordingly. Since the district is not anticipating additional funding, changes will have to be within funding existing at the time.	6
119. FTE allocation process is broken. We want to be an integral part of the process of determining needed number of FTE's on a yearly basis? Answered in another item. See item #118 and others.	6
120. FTE decisions – determination of projected enrollment, how do they arrive at that decision? – how much actual control does the school have? Do we get to choose what we need? Answered in another item. See item #118 and others	6
121. How are FTE's for school determined by district? There are existing formulas for FTE allocation. These are implemented based on projected populations.	6
122. Funds obtained from monies other than tax credit...will the school have TOTAL control? School councils are to be given increased latitude within policy and statute. The waiver can be used to deviate from policy. Statute is non-negotiable.	6
123. Will school council be able to influence the use of FTE's? Yes	6
124. Is there district forum to gain further resources/go before? All councils will be convened centrally at least twice a year.	6
125. Easy-to-read/understand budget for district & how each school fits? Finance will provide needed training. Software limits the simplicity of the data unfortunately, but it will be made as understandable as possible.	6
126. Can we transfer funds from one account to another? Within legal limits.	6

127. How will the creative uses of monies, such as “soft capital” be communicated and who will determine those uses? This is part of the training process that is ongoing.	6
128. How school councils can allocate FTE’s? Training will be provided in this area. HR is working on the how now.	6
129. Can the budget be reallocated to lower class size or will we be constrained? Answered in another item. See item #118 and others.	6
130. Will budget be given in a lump sum or will it be restricted, i.e., capital vs M & O? There are legal guidelines in this area that are beyond the district control. Within the statutes flexibility will exist.	6
131. Budget? Yes☺	6
132. How much money will the school councils actually be working with? What \$ do we actually have? \$1000 is already allocated. There is also a needs based central fund you can apply to.	6
133. Tax credit money? Yes	6
134. Will this process ultimately put more money within the schools (over time)? Less in administrative positions? The research indicates that this will be one result of a well implemented program.	6
135. How can we impact & improve class size? Answered in another item. See item #118 and others	6
136. Can school council and PTC combine funds? No. They can spend money on the same things though. Accounting must be separate by statute.	6
137. What part of the budget will we be able to control? Eventually most of it.	6
138. Reallocate class sizes within consensus of affected personnel? Yes.	6
7. Monitor implementation and effect	
139. Who is responsible when things go awry w/school council decisions? School councils are fully responsible for their decisions. The policy includes corrective actions that can be taken. At the same time “things go awry” on a regular basis under traditional systems. The same mechanisms that deal with this can also apply to decisions made by school councils.	7
140. Who is ultimately accountable for student learning? Will there be a flow chart to guide communications? The whole school community is responsible for student learning. The school council is responsible for leadership and decision making in this area. The SharePoint software will assist in the communication process. Contact lists are also being posted on the web site as they are developed.	7
141. How will results be measured? As stated elsewhere several instruments are being developed top measure success of the process. Ultimately though the prime measure of success will be student learning. There are already many measures of this available. A council will be successful if its efforts lead to student learning at acceptable levels.	7
142. What is “unfunctioning?” In terms of the policy this is a council that is not working together effectively or not achieving desired results. If this is the case additional training will be provided and if that does not succeed the council may be reorganized.	7

143. Rubric or methodology to determine success? The same that already measure school success.	7
144. Accountability of council/potential liability? Answered in another item. See #140 and #141.	7
145. What is reconstituted? This could include reorganization of the group, additional constraints or the replacement of members.	7
146. Accountability – volunteers making real management decisions – principal is held accountable to Governing Board – members are NOT. The new policy includes accountability for councils as well. Councils which do not meet their goals will be offered additional support and training and can be reorganized by the Superintendent if necessary.	7
147. What are repercussions for not showing improved student achievement? (mistakes- “wrong” decisions made) The same evaluative criteria and penalties will apply as if there were no school councils. They are in a constant state of evolution at all levels.	7
8. Training	
148. Have all council members read the new policy, including parents? Probably not, but they are readily available and should be reviewed.	8
149. How can parents find the policy? On the district web site.	8
150. How can the policy be readily accessible? Answered in another item. See #148	8
151. How do we convey certain policy jargon to non-educators? Training will be available to assist in this process. Support Team members can also be very helpful with this.	8
152. Is the “training” for this semester, summer or fall? Training will be provided when the council requests it. Group get-togethers are currently planned for twice a year with the next to occur the week after school is out.	8
153. Will training be available during summer? Yes	8
154. What exactly is a PLC? Professional Learning Community	8
155. When can we expect training on school budgets? It is available now and will be a key feature of the next get together.	8
156. When can we get training, assistance on gathering data about school? It is available now.	8
157. Can we get a list of all the support team & extended team? It is posted on the web site.	8
158. What is time commitment expectation for training? It will depend entirely on the individual council. Only two district wide sessions a year are currently envisioned. The rest of the training will be clustered or school by school. If committees are properly used, school councils should be able to keep time increases minimal.	8
159. Time involved in the process? How many trainings? Answered in another item. See #158 and #152	8
160. When are the trainings? Ongoing? Answered in another item. See #152	8
161. To be on the council must the person be trained? They should be, but that will depend on individual council bylaws.	8

162. Who is providing the training? Answered in another item. See #158 and answers which follow.	8
163. Overview studies that would be useful? A comprehensive review of the literature is available on the web site. It includes an extensive bibliography of resources, many of which can be accessed on the internet.	8
164. When, where, how training/support (commitment level, specifics, i.e., budget)? Answered in another item. See #158 and other answers which follow.	8
165. Access to expertise? (accounting, legal) Answered in another item. See #167	8
166. What ongoing district commitment (inc. \$) long-term? Process of ongoing/new training? Funds are available for training. Central staff have been tasked and are in the process of committing to ongoing training as determined by the sites. The policy key notes on going training.	8
167. Dates of Training? What does it look like? The next group training will be the week after school is out, as requested. It will be some presentations and some time to talk together. A key feature will be the various departments explaining how they intend to implement the policy and the training they will be able to provide. The site also may request the training it needs and someone will be found to provide it.	8
168. What orientation & training is available to become quickly effective? Answered in another item. See item #158, #166, #167	8
169. Will faculty/staff receive professional development time for the pilot training? Yes. If they choose to.	8