

Rose's group- Create a family engagement policy using an evidence based model- 5 Attendees-

1. My group really liked the idea of a policy for teacher home visits. They are curious about the possibilities around creating academic parent teacher teams.
2. They mentioned that Newberg Public Schools is really good at featuring things other than creating engagement that is directly linked to learning.
3. They asked if we currently have home visits, and who oversees the home visit?
4. They mentioned that they did not feel like they had enough time to go over the materials sent to them, and asked that for future meetings, we send them materials days in advance, so they have time.
5. They expressed their concern over, stretching current staff to thin, by adding an extra layer of coordinating home visits. They suggested that this be a new position, so that current staff doesn't feel like they are being piled on.
6. They expressed the importance of the school, providing childcare for all families, including those with special needs children. They reminded me that special needs children require child care from trained professionals, not just anyone.
7. When asked to prioritize the elements that would go into creating a policy around family engagement, they stated the following in order.
 - a. Equity for parents.
 - b. District provides resources, can't be current staffs additional duty.
 - c. Create engagement opportunities around student learning, other than PTAs, and volunteering.
 - d. Provide training for educators
 - e. Provide extra paid time for educators.
 - f. Provide ample notice for meeting times with options for time of days. Perhaps add meetings to the academic calendar. Provide multiple location options, i.e. in person or zoom.
 - g. Engagement should be designed to create mutual trust. Right now, members of this committee, feel like they are being tokenized. They want to avoid that. They want mutual trust, but are suspicious about the intentions behind the district, hosting these meetings.
 - h. The district needs to convey that every family belongs. This will require that we change the messaging around the parent bill of rights. They asked for transparency, what is this group really about.
 - i. They requested that we change the name of this committee. They feel the title is too political/pseudo-political. Newburgh committee members do not have interest in a parents bill of rights.
 - j. They like the idea of coming up with their own name and language around this committee. One idea they had is family, community, networking, or school, parent, compact, or school and family, compact, or school and family partnership, or learning partners connect.
 - k. At the end of the meeting, they expressed their gratitude for the district listening to them. Although they expressed their concerns, they made sure that they let me know

that they think we are on the right track with this, and appreciate Dr. Phillips being open to suggestions.

My takeaway is that community members are suspicious that this is just a front. I think it's important that they see some follow-through from these meetings.

Scott's group- Parent's Bill of Rights sample policy- 7 Attendees

-OSBA (Oregon School Board A _____) links to ORS/OAR.
ORS/OAR are law.

-ODE references ORS

-some parents were mentioning that parents already have these rights, so what's the point of having this

-other parents mentioned that some parents don't have the time to look into Board policies for example, and need a simple guide

-some parents proposed changing the title of the "Parent's Bill of Rights" to one of the following: "Commitment to Parents" or "Promise to Parents" or "Parent Guide to Public Education"

Parent: put B of R into Kindy packet (what's the capacity of the software for translating into Spanish on the website?)

Parent: Can new policy be made from the B of R?

Scott: B of R be updated about twice a year

Parent: add footnotes to the document (to include legal term and code and a hyperlink to more information)

Scott: on NSD website, to put the policy at the bottom of the website (?)

2) a. Add: (Oregon law states) Minors age 15 and older have the right to seek medical treatment without parental consent.

Add: (Oregon law states) Minors do NOT have a right to confidentiality, nor does it give parents a right to disclosure

Add: NSD is a closed-campus school for HS

2) b. parents can ask for a copy of the curriculum

2) c. "Be informed, and volunteer in their child's education..."

2) e. include an Inventory list/link to library (book list, etc).

2) f. include a link here

Include lots of links. :)

Jennifer's group- Define a parent's recourse of action when they feel uncomfortable with school material- 5 Attendees

Define a parent's recourse of action when they feel uncomfortable with school material.

The key takeaways from our discussion were:

There should be a well-defined process for requesting to exclude students from activities covered

by this policy that is easy to access.

The process to request an exemption should be well communicated to families. (Maybe in

beginning of the year communications?

What is the recourse for a parent if the requested exemption isn't honored?

The structure of the Wellness Center should be well communicated. (What are the responsibilities

of Newberg Public Schools/What are the responsibilities of Providence) How does it work? More

like "school nurse" set up or actual Providence Provider.

The laws gating parents' rights to information regarding healthcare provided at the Wellness

Center should be well communicated to parents.

There was discussion of what age it is appropriate to stop notifying about Sex Ed education that

is a part of Health classes at NHS.

Additionally, Elizabeth Vaughan who could not attend shared the following comment:

Hello, I am out of town this week. The state policy seems reasonable and fair - no parent should be able

to dictate access of education for another family's children. If a parent elects to keep their children

ignorant to certain material, that seems like their right. It is my feedback that we should closely adhere to

state policy as it is sufficient. I'm sorry that I'm not able to support our teachers and kids in this gathering.

Best wishes for your meeting.
Elizabeth

Steve's group- Define What a Controversial Topic Is. 8 Attendees

Policy INB- STUDYING CONTROVERSIAL ISSUES

Some edits were suggested- not really changing the meaning of the policy but making certain parts clearer. Overall the group did approve of the policy as written, not 100% of the policy but the vast majority of it.

Add sensitive along with controversial in the opening line.

The group pointed out that this policy is regarding lessons or units with sensitive or controversial topics- not when they might come up naturally in discussions with students. We do NOT want to stifle student thought- we do want resilient thinkers and civil discourse.

Teachers shall present controversial issues in a way that students have an opportunity to:

2. Remove the word **prejudice** and replace with **bias**.

The group appreciates age appropriate curriculum and discussions.

Teachers should stick with district approved curriculum- straying outside of those lines is not a good idea- the district takes responsibility for our curriculum- if a teacher strays then that is on them- the district can't support them at that point.

Most of the group felt that teachers do a great job and are trusted by the parents.

One thought was to have MS and HS teachers present a syllabus to their students every term. It would detail what subjects or topics are being covered for the term. There would then be a statement from the teacher inviting students/parents to reach out to them if they need further information about the topic. Once that has been provided, if the student/parents are still uncomfortable with the topic then an alternative assignment would be provided for the student by the teacher.