SCHOOL SITE COUNCIL STUDY

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By
Dr. Sherrill Martinez
Planning and Research
State Department of Education

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EXECUTIVE SUMMARY

Site councils can promote parent, family, and community involvement in schools and increase the pool of decision-makers available for enhancing education in local schools. They can also enhance the flow of information between the school and the community and between the community and policy makers at the school, district, and state levels. Because they have the potential to be so powerful, it is important to learn more about site councils. The purposes of this study were to (1) learn more about the level of functioning and needs of Kansas site councils and (2) obtain information that can be used to examine the validity of standards suggested by the research and assist in the development of site council standards for the state.

Data for the study were acquired through principal and site council member surveys. Items for the surveys were based on site-based management and parent/family involvement program research and on input from Kansas State Department of Education and Kansas Association of School Boards staff. A random sample of 350 principals of accredited public and private schools were selected to receive survey packets containing one principal and two council member surveys. Each principal was asked to complete the principal survey and to give the member surveys to one staff member and to one non-staff member who have served on the school's site council the longest. It was discovered after the surveys were mailed that many of the private schools do not have site councils, which reduces the pool of possible respondents. Therefore, survey return rates are reported with and without private schools and are as follows:

- Principals--43 percent with private schools included and 49 percent without them;
- Site council members--32 percent with private schools included and 37 percent without them.

Although return rates were lower than desirable, demographics of the respondents closely match those of the total sample, and characteristics of the schools served by the council member respondents closely match those of the schools served by the principal respondents. The similarities of the respondents to the full sample and of the response groups to each other allow more confidence in the survey results. About 45 percent of the member respondents represent parents, 37 percent represent teachers, 11 percent represent students, 15 percent represent administrators and support personnel, and 26 percent represent business/community-based organizations or other key stakeholders. The total is more than 100 percent because some respondents represent more than one group.

In this report, survey findings are organized under potential site council standards, as identified in the research. Those potential standards are (1) clearly defined purpose, roles, and powers; (2) regular meetings of involved members who represent key stakeholders; (3) an established method for receiving stakeholder input and making recommendations to policy makers; (4) resources available to allow the site council to function effectively; (5) effective training of members; and (6) an ongoing process for evaluating council impact.

Clearly Defined Purpose, Roles, and Powers

Over 80 percent of the principals and site council members say that their councils operate with clearly defined roles and clearly defined authority. However, 30 percent of the members who suggested changes for improving the effectiveness of the site council say that council members

need more training and clearer definitions about the purpose for and expectations of the site council, and 24 percent of the respondents who suggested other topics for training mention training would be helpful regarding the purpose and expectations of a site council. Needs of site councils, according to several respondents, include --

- a clearer definition of their role from KSDE and KSBE as well as from the local boards,
- a video and/or better guidelines about the role and purpose of site councils,
- a checklist and uniform training about what is expected of site councils, and
- clear guidelines about what the authority of the site council should be.

A few respondents commented that their site councils merely listen to reports and are told what is happening in the school, which is a waste of everyone's time.

Site council responsibilities and authority are determined through district policy, site council developed bylaws, the state policy handbook, the site council video, suggestions from state staff, and site council member vote. The areas of responsibility most frequently given to site councils include school improvement plan development (76% members and 87% principals), selection of instructional improvement programs (52% members and 66% principals), school security plan development (48% members and 57% principals), and discipline policy development (39% members and 55% principals). The council role is usually advisory, although some councils are given decision-making authority in these areas. Nearly 80 percent of the principals and 70 percent of the members say that the council has approved the school improvement plan.

Regular Meetings of Involved Members Who Represent Key Stakeholders

Authorities recommend that site councils have between seven to sixteen members (enough members to share work, but not so many that collaborative decision-making and active participation of all members are difficult); that they meet at least once per month; and that their membership represent the diversity of the community. The average site council size in Kansas schools is twelve. Sixty percent of the councils meet at least six times per year, and there is an average of more than 75 percent of members in attendance at meetings for about half of the site councils. Over 70 percent of the schools have councils composed of at least 50 percent non-district staff, although several respondents report having difficulty with getting members to serve. Summarized comments relevant to site council membership include --

- council members seek out representatives from underrepresented groups but have little luck getting them involved;
- many parents and business members are not interested in serving;
- it is difficult to get members, so the council will take anyone willing to serve;
- the council needs more teacher representation;
- having fewer school organizations would be helpful because there are too many to serve on and it can get to be too much to get volunteers for all of them; and
- it is difficult to get any support or input from parents and business and community members.

Some respondents suggest that the state prepare a brochure, written in laymen's terms, which explains the purpose of site councils and how parents and community members can become involved.

It seems important for principals and existing members to actively recruit new members. Over 80 percent of council members joined the council because they were personally asked to do so by

a school official or another council member. Principals were to give the member surveys to those members who had served on the site council the longest. Although most members have served three years or longer, counting the current school year, this is the first year on the site council for 4 percent of the respondents and the second year for 30 percent, suggesting little continuity of membership on several councils.

An Established Method for Receiving Stakeholder Input and Making Recommendations to Policy Makers

Principals and council members were asked if their site councils have a well-publicized process for providing the community with information about council activities and a well-publicized process for receiving community input. About half say they do, and many others are in the process of developing them. Eighty percent say that their councils have a formal mechanism for providing input to the local board. Sixty percent of the principals and 50 percent of the members say that the council has presented information and recommendations to the local board at least once, since the beginning of the 2000-2001 school year; 45 percent of the principals and members say that the site council has listened to recommendations from community members at least once; and 30 percent of the principals and members say the site council has presented information about the council to community groups at least once. Forty percent of the site councils have accepted a recommendation from the community and/or have had the local board accept at least one of their recommendations. Almost all site councils have open forums at meetings.

Resources Available to Allow Site Councils to Function Effectively

Between 75 and 80 percent of the respondents say that the council has a process for accessing the school and district data it needs. Ninety-five percent of the principals say that councils receive needed data about schools from staff; 83 percent say that the councils receive information about district level policies from staff; and 72 percent say that council members receive recognition for their efforts from staff. Nearly 90 percent of the council members think that the building principal gives the council strong support. About 50 percent think that teachers and central office administrators strongly support the council, and a little over 40 percent report that the local school board does so. Most members say that community parents and local business and industry members provide at least some support to the council. When asked what resources were needed to help their site council become more effective, respondents suggested resources like videotaped support, presentation from effective site councils on how they operate, low cost opportunities for training and/or training outside of the Topeka area, a clear definition of site council expectations from the state, time, and funding for training and for implementing plans.

Effective Training in Areas Like Group Decision-Making, Conflict Resolution, Data Interpretation, School Reform, and Planning

About 40 percent of the respondents agree that their councils have a formal process for the orientation of new council members. They report being provided the most opportunity for training in the areas of curriculum and instruction, student academic assessment, and school improvement models, such as QPA. They report fewer training opportunities in interpersonal

skill areas, program evaluation, school finance, open meeting laws, and policy analysis/development. Principals were asked what training they have received that has assisted them with facilitating the work of the site council. Twenty-eight percent of the principals say that the KASB and other state site council workshops have been very helpful, and 22 percent write that they have learned a great deal from KSDE trainings. Some principals and members suggest having additional training for new members and council leaders, providing training outside of the Topeka area, and providing inexpensive training at times when more people can attend, such as on weekends.

An Ongoing Process for Evaluating Council Impact

About 40 percent of the respondents say that their site councils have a process for evaluating the impact of the council. When asked to judge site council impact, 16 percent of the principals and 25 percent of the members report that their site council has played a very important role in assisting their school with meeting the goals and objectives on the school improvement plans. Principal responses are not significantly different when they are analyzed by school level (elementary or secondary school), school size, principal tenure, or average percent of members in attendance at council meetings. They are significantly different, however, when analyzed by percent of non-district staff on the council and by frequency of meetings. According to principals, site councils with lower percentages of non-district staff and site councils which meet more frequently are more likely to play an important role in the school. When member data for the same item are analyzed, there are no significant differences by years of council membership, percent of non-district staff on the council, frequency of council meetings, school size, or school level. There are differences when data are analyzed by average percent of members in attendance. Members of councils with higher average attendance at meetings rate council importance higher than other members do.

PURPOSE AND RESULTS OF STUDY

Introduction

In 1992, the Kansas Legislature enacted a comprehensive piece of legislation (K.S.A. 72-6439) that instituted the Quality Performance Accreditation System (QPA). The legislation required accredited schools to establish site councils, composed of the principal and representatives of teachers and other school personnel, parents of pupils attending the school, the business community, and other community groups. Site councils were to be responsible for providing advice and counsel in evaluating school performance goals and objectives and in determining the methods to be used to meet the goals and objectives. Councils were to be in place in all of the schools by January 1, 1995. Therefore, all site councils have been in operation for at least seven years.

A study conducted by the University of Kansas and presented to the Board of Education in March of 1996 summarized national studies of effective site councils as well as the results of a Kansas site council survey. The summary of national research indicated that effective councils had the following characteristics: a clear sense of purpose, clearly stated benchmarks and task-oriented strategies, an understanding of their role and responsibility, a method for orienting new members to the work of the council, members who understood effective schools literature and the goals of the school, action-oriented meetings that had an agenda and were held regularly, and a membership that utilized effective decision-making skills. The 1996 Kansas site council survey results showed that the average respondent ratings related to these effective site council characteristics were positive. The study was not able to provide information about why some councils were struggling, nor about what these councils needed in order to be more effective.

Tom Krebs, Board Development Specialist for the Kansas Association of School Boards, believes that effective councils "can serve as a compliment to the board and can be an influential agent in helping raise the level of building and district student achievement." According to Krebs, local boards play a major role in council effectiveness, since they have the power to determine site council bylaws, composition and tasks. In turn, site councils can provide the boards with advice and information that can make the boards more effective.

A major purpose of site councils is to promote parent, family, and community involvement in schools. At least 50 percent of council membership should be made up of parents, students, and other community members. For this reason, many of the National Standards for Parent/Family Involvement Programs directly relate to site councils. These standards are as follows:

- Communication between home and school is regular, two-way and meaningful.
- Parents play an integral role in assisting student learning.
- Parents are welcome in the school and their support and assistance are sought.
- Parents are full partners in the decisions that affect children and families.
- Community resources are used to strengthen schools, families, and student learning.

These standards and the standards suggested by the characteristics of effective site councils, as identified in prior research, were used in the design of the survey instruments for this study.

Study Purpose and Design

The purposes of this study were to (1) learn more about the level of functioning and needs of Kansas site councils and (2) obtain information that can be used to examine the validity of standards suggested by the research and can assist in the development of site council standards for the state. Principal and site council member surveys were developed, based on research on site-based management and parent/family involvement programs and on input from Kansas State Department of Education and Kansas Association of School Boards staff. A random sample of 350 principals of accredited public and private schools were selected to receive survey packets, each containing one principal and two member surveys. Each principal was asked to complete the principal survey and to give the member surveys to the staff member and to the non-staff member who have served on the school's site council the longest. About 45 percent of the member respondents represent parents, 37 percent represent teachers, 11 percent represent students, 15 percent represent administrators and support personnel, and 26 percent represent business/community-based organizations or other key stakeholders (Table 9).

Fifty of the principals selected were principals of private schools. Six of these principals contacted the Planning and Research office to explain that their schools did not have site councils specifically for their schools. Rather, one site council serves a community of schools (i.e., one site council for all schools in a diocese). This organizational pattern may explain why only one percent of the surveys returned were from private schools. Since the inclusion of private schools in the survey seemed to be problematic, return rates will be reported with and without these schools. Survey return rates, as of November 2, were 43 percent with private schools and 49 percent without private schools for principals and 32 percent with private schools and 37 percent without private schools for members. Although return rates are lower than desirable, demographics of the respondents closely match those of the total sample. As can be seen in the tables below, characteristics of the schools served by the member respondents closely match those of the schools served by the principal respondents. The similarities of the respondents to the full sample and of the response groups to each other allow more confidence in the generalizability of the results.

Table 1

Principal: Type of school building

		Frequency	Percent
Valid	Elementary	65	44
	Middle school/junior high	29	20
	High school	32	21
	K-7 or K-8	6	4
	K-12	17	11
	Total	149	100

Table 2

Member: Type of school building

		Frequency	Percent
Valid	Elementary	107	48
	Middle school/junior high	43	19
	High school	43	19
	K-7 or K-8	9	4
	K-12	23	10
	Total	225	100
Missing	System	3	
Total		228	

Table 3

Principal: Average number of students per grade

		Frequency	Percent
Valid	Less than 25	45	31
	25-50	31	21
	51-75	28	19
	More than 75	44	30
	Total	148	100
Missing	System	1	
Total		149	

Table 4

Member: Average number of students per grade

		Frequency	Percent
Valid	Less than 25	76	34
	25-50	46	21
	51-75	38	17
	More than 75	64	29
	Total	224	100
Missing	System	4	
Total		228	

The remainder of the body of this report will compare the findings from research with findings from the surveys used in this study. The discussion is organized under potential standards identified in the research.

Standard Suggested by Research: Clearly Defined Purpose, Roles, and Powers

School site councils can increase the pool of decision-makers and make use of the expertise of a greater number of people in solving problems. They can also enhance the flow of information between the school and the community and between the community and policy makers at the school, district, and state levels. These benefits of site councils are only possible, however, if the

purpose, roles, and powers of the site council are clearly defined. Clear definitions avoid confusion and frustration and ensure that the efforts of the site council are focused on important issues. It is up to the board and central office to establish policies and provide direction and support for the site council. It is up to district and school staff to make sure that the work of the site council is clearly connected to other school improvement efforts.

Findings from Survey

A little over half of the principals say that site council responsibilities and authority are determined through district policy and/or through site council developed bylaws (Table 5). Other ways for determining authority include the state policy handbook, the site council video, suggestions from state staff, and site council member vote (Table A6). According to respondents, the areas of responsibility most frequently given to site councils are school improvement plan development (76% members and 87% principals), selection of instructional improvement programs (52% members and 66% principals), school security plan development (48% members and 57% principals), and discipline policy development (39% members and 55% principals). The council role is usually advisory, although some councils are given decision-making authority in these areas. (See Tables 6 and 7.) Nearly 80 percent of the principals and 70 percent of the members say that the council has approved the school improvement plan (Tables A1 and A2).

About 80 percent of the principals and site council members say that their councils operate with clearly defined roles and clearly defined authority (Tables A3 and A4). However, 30 percent of the members who suggested changes for improving the effectiveness of the site council say that council members need more training and clearer definitions about the purpose for and expectations of the site council, and 24 percent of the respondents who suggested other topics for training mention training on the purpose and expectations of a site council. Six percent of the members who wrote comments want more interaction with and direction from the local board; and seven percent want the opportunity for more input, impact, and/or direct involvement (Table A5). Twenty-five percent of the principals would like regular information from KSDE or other groups on running effective councils (Table A6). Samples of comments from respondents include such things as we need a more clearly defined role from KSDE and KSBE as well as from the local board, we need a video and/or better guidelines about the role and purpose of site councils from the state, a checklist of expectations from the state might be helpful, the state should provide uniform training about what is expected of site councils, and there is confusion about the authority of the site council. Some respondents feel that their site councils merely listen to reports and are told what is happening in the school, which is a waste of everyone's time. Complete comments are given in Appendix C.

Table 5

Principal: How were the responsibilities and authority of the site council determined?

	Count	%
Through district policy	87	58%
Through school policy	42	28%
Through site council developed bylaws	76	51%
Other	12	8%

Table 6

Principal: Since the beginning of the 2000-2001 school year, what role has the site council played in each of the following areas?

	Decision-making		Advisory		None		Not sure	
	Count	%	Count	%	Count	%	Count	%
Allocation of school funds	5	3%	44	30%	91	61%	9	6%
Improvement plan development	13	9%	115	78%	15	10%	6	4%
Selection of instructional improvement programs	6	4%	93	62%	43	29%	7	5%
Selection of curriculum	3	2%	67	45%	71	48%	8	5%
Selection of instructional methods	2	1%	45	30%	93	62%	9	6%
Allocation of staff positions	4	3%	20	14%	120	80%	5	3%
Development of school schedule	2	1%	54	37%	86	57%	7	5%
Development of discipline policies	1	1%	80	54%	61	40%	7	5%
Development of school security plans	5	3%	80	54%	58	39%	6	4%
Development of school maintenance plans	3	2%	47	32%	89	60%	10	7%
Other	3	21%	5	36%	5	36%	1	7%

Table 7

Member: Since the beginning of the 2000-2001 school year, what role has the site council played in each of the following areas?

	Decision-making		Advisory		None		Not sure	
	Count	%	Count	%	Count	%	Count	%
Allocation of school funds	9	4%	50	22%	142	62%	27	12%
Improvement plan development	25	11%	147	65%	44	19%	12	5%
Selection of instructional improvement programs	14	6%	104	46%	97	43%	13	6%
Selection of curriculum	11	5%	74	32%	125	55%	18	8%
Selection of instructional methods	6	3%	51	22%	152	67%	19	8%
Allocation of staff positions	2	1%	33	15%	177	78%	16	7%
Development of school schedule	4	2%	70	31%	139	61%	15	7%
Development of discipline policies	8	4%	81	35%	125	55%	14	6%
Development of school security plans	6	3%	102	45%	106	46%	14	6%
Development of school maintenance plans	8	4%	66	29%	134	59%	20	9%
Other	5	25%	5	25%	10	50%		

Standard Suggested by Research: Regular Meetings of Involved Members Who Represent Key Stakeholders

Site councils are most effective when they meet regularly, with the majority of members attending every meeting so that time can be spent doing work rather than bringing the occasional participant up to date. It is recommended that site councils have between seven to sixteen members, which is enough members to share work, but not so many that collaborative decision-making and active participation of all members are difficult; and that they meet at least once per month. A rotation of council membership is important for getting broad involvement and new ideas for the school improvement effort, but the rotation should not be so rapid or involve so many members that the council is left without the leadership of members who understand the vision and goals of the council. If possible, at least 50 percent of the membership of the council should be composed of parents, students, and community/business members that represent the diversity of the community.

Findings from Survey

The average site council size in the schools represented by the respondents is twelve, with a range of two to thirty-eight (Table 8). The average percent of non-school and non-district staff on the councils is 60 percent (Table 9), with over 70 percent of the schools having councils composed of at least 50 percent non-district staff.

To ensure diversity on the council, 63 percent of the principals ask persons from underrepresented groups to serve and 42 percent inform the community of the need for members to represent these groups (Table 10). Eight principals say they will take anyone who volunteers because it is difficult to get anyone to serve (Table A6). Twelve percent of the principals and 24 percent of the members who wrote comments state that their councils need more involvement from key stakeholder groups in order for the councils to be more effective (Tables A5 and A6).

Over 80 percent of council members joined the council because they were personally asked to do so by a school official or another council member (Table 11). Seventy-two percent of the principals say that they hand out materials about the site council to potential council members so that the potential members can make an informed decision about serving (Table A1). A little over 50 percent of the members say they received information prior to agreeing to serve (Table A2).

Table 8

Principal: How many members from each of the following groups serve on your site council?

	Minimum	Maximum	Mean
Administrators	0	3	1.28
Business	0	15	1.40
Community-based organizations	0	4	.71
Classified personnel	0	2	.76
Parents	0	15	4.27
Students	0	18	.89
Teachers	0	7	2.50
Other key stakeholders	0	6	.30
Site Council Size	**2**	**38**	**12.10**

Table 9

Member: Which of the following groups were you selected to represent?

	Count	%
Administrators	13	6%
Business	29	13%
Community-based organizations	22	10%
Classified personnel	20	9%
Parents	103	45%
Students	24	11%
Teachers	85	37%
Other key stakeholders	7	3%

Note: Percents add to more than 100 percent because some individuals represent more than one group.

Table 10

Principal: How have you tried to assure that the level of diversity on the site council represents the level of diversity in your community?

	Count	%
Demographics comparison	20	13%
Personally asked indiv. to serve	94	63%
Notified community of need for members	63	42%
Other	18	12%

Table 11

Member: How did you become a member of the school site council?

	Count	%
Notification in school newsletter	45	20%
Asked by school official or existing member	185	81%
Members voted for me	22	10%
Board voted for me	23	10%
Other	20	9%

Twelve percent of the principal and member respondents say that half or less of site council members attend each meeting. On the brighter side, about half of the councils have more than 75 percent of their members in attendance at meetings (Tables 12 and 13). Attendance should not be affected by the time of the meetings, since 97 percent of the members say that meeting times fit into their schedules (Table A2). According to respondents, 60 percent of the councils meet at least six times per year (Tables 14 and 15). Nearly 10 percent meet three times or less per year.

Table 12

Principal: Average percent of members in attendance

		Frequency	Percent
Valid	Less than 25	4	3
	26-50	15	9
	51-75	57	39
	More than 75	71	48
	Not sure	2	1
	Total	149	100

Table 13

Member: Average percent of members in attendance

		Frequency	Percent
Valid	Less than 25	7	3
	26-50	21	9
	51-75	75	34
	More than 75	119	53
	Not sure	2	1
	Total	224	100
Missing	System	4	
Total		228	

Table 14

Principal: Frequency of meetings

		Frequency	Percent
Valid	8 times or more per year	53	36
	6-7 times per year	36	24
	4-5 times per year	43	29
	2-3 times per year	15	10
	Not sure	2	1
	Total	149	100

Table 15

Member: Frequency of council meetings

		Frequency	Percent
Valid	8 or more times per year	87	38
	6-7 times per year	52	23
	4-5 times per year	70	31
	2-3 times per year	14	6
	Once a year	3	1
	Not sure	2	1
	Total	228	100

Five members wrote that principal leadership is key to site council effectiveness. Over 70 percent of the responding principals have been the principal at their schools for three years or longer, which should at least provide continuity in administrative leadership (Table 16). Principals were to give the member surveys to those members who had served on the site council the longest. Although most members had served three years or longer, counting the current school year, this is the first year on the site council for 4 percent of the respondents and the second year for 30 percent (Table 17), suggesting little continuity of membership on several councils. Nearly 40 percent of the members say they are serving or have served as council chairs (Table A2).

Table 16

Number of years as principal

		Frequency	Percent
Valid	One year	21	15
	Two years	21	14
	Three years	21	15
	Four or more years	82	56
	Total	145	100
Missing	System	4	
Total		149	

Table 17

Years of council membership

		Frequency	Percent
Valid	One year	10	4
	Two years	68	30
	Three years	66	29
	Four or more years	81	36
	Total	225	100
Missing	System	3	
Total		228	

Standard Suggested by the Research: An Established Method for Receiving Stakeholder Input and Making Recommendations to Policy Makers

If they are to further the mission of promoting parent, family, and community involvement in schools, site councils need an understandable, accessible, and well-publicized process for allowing the community to find out about council work, provide input, raise issues, and appeal site council decisions; and they must have a mechanism for making recommendations to policy makers. Communication with parents and community members must be ongoing and creative. Two of the National Standards for Parent/Family Involvement Programs are regular, meaningful, two-way communication between home and school and parents being full partners in decisions that affect children and families. These standards are shown through research to apply to site councils.

Findings From Survey

Principals and council members were asked if their site councils have a well-publicized process for providing the community with information about council activities and a well-publicized process for receiving community input. About half say they do, and many others are in the process of developing them. Eighty percent say that their councils have a formal mechanism for providing input to the local board (Tables A3 and A4). However, 10 percent of the members who wrote in suggestions for council improvement think that there needs to be better communication with the community about council roles and accomplishments (Table A5).

The school newsletter is the most common way for the principal to inform the community about council activities (Table 18). In addition, about 60 percent of the principals and over 50 percent of the members say that the council has presented information and recommendations to the local board at least once, since the beginning of the 2000-2001 school year; over 45 percent of the principals and members say that the site council has listened to recommendations from community members at least once; and over 30 percent of the principals and members say the site council has presented information about the site council to community groups at least once. About 40 percent of the site councils have accepted a recommendation from the community and/or have had the local board accept at least one of their recommendations (Tables 19 and 20). Nearly 60 percent of the principals and 20 percent of the members have personally presented

information about the site council to community groups. Almost all of the principals and 90 percent of the members report having open forums at meetings (Tables A1 & A2).

Table 18

Principal: How do you inform the community of council activities?

	Count	%
School newsletter	124	83%
Community newspaper	40	27%
Radio/television announcements	11	7%
Talk with constituents	72	48%
Other	27	18%

Table 19

Principal: Since the beginning of the 2000-2001 school year, how often has each of the following occurred?

	Never		Once		More than once		Not sure	
	Count	%	Count	%	Count	%	Count	%
Presented info. to local board	45	30%	50	34%	43	29%	11	7%
Presented recommendations to board	54	36%	52	35%	31	21%	12	8%
Board accepted recommendations of council	55	37%	37	25%	26	18%	31	21%
Presented info. to community groups	74	49%	27	18%	19	13%	29	20%
Listened to recommendations from community	58	39%	31	21%	38	26%	22	15%
Accepted recommendations from community	52	35%	24	16%	34	23%	39	26%

Table 20

Member: Since the beginning of the 2000-2001 school year, how often has each of the following occurred?

	Never		Once		More than once		Not sure	
	Count	%	Count	%	Count	%	Count	%
Presented info. to local board	64	28%	51	22%	78	34%	35	15%
Presented recommendations to board	67	29%	53	23%	66	29%	42	18%
Board accepted recommendations of council	65	29%	49	22%	40	18%	74	33%
Presented info. to community groups	99	43%	40	18%	34	15%	55	24%
Listened to recommendations from community	79	35%	42	18%	69	30%	38	17%
Accepted recommendations from community	68	30%	29	13%	60	26%	71	31%

Standard Suggested by Research: Resources Available to Allow Site Councils to Function Effectively

The National Standards for Parent/Family Involvement Programs include a standard that recognizes the importance of resources in efforts to strengthen schools, families, and student learning. Lack of resources can greatly handicap even the most dedicated councils. Site councils need both state and community resources for professional development, for time to do site council work, and for implementing their action plans. They also need access to information about the goals and results of educational programs in the school, district, and state; and regular access to current information regarding school policies, practices, and student performance data. They need to be provided with formal agendas and rules for running meetings. Finally, site councils need the support of district and school leadership and other staff, local board members, parents, and business and community leaders.

Findings from Surveys

Nearly 75 percent of the members and 80 percent of the principals say that the council has a process for accessing the school and district data it needs. Seventy-two percent of the principals and 66 percent of the members report having written meeting rules to help councils function smoothly (Tables A3 and A4). Nearly all (90%) of the councils work from a printed agenda (Table A1). Ninety-five percent of the principals say that councils receive needed data about schools from school or district staff; 83 percent say that the councils receive information about district level policies from staff; and 72 percent say that council members receive recognition for their effort from staff. About half of the principals report that school staff provide the council with support services and technical assistance. School staff provide a great deal more support than district staff (Table 21).

Nearly 90 percent of the council members think that the building principal gives the council strong support. About 50 percent think that teachers and central office administrators strongly support the council, and a little over 40 percent report that the local school board does so. Most members say that community parents and local business and industry provide at least some support to the council (Table 22).

In written suggestions for improving the council, 17 percent of the principals and 3 percent of the members who provided input list the need for more time and funding for council work. The need for inexpensive professional development opportunities is also mentioned by them (Tables A5 and A6).

Table 21

Principal: Since the beginning of the school year, which of the following supports have ben given to your site council and by whom?

	Yes, from school & district staff		Yes, from school staff		Yes, from district staff		No		Not sure	
	Count	%	Count	%	Count	%	Count	%	Count	%
School information	22	16%	113	76%	5	3%	2	1%	6	4%
Support services	6	4%	60	41%	11	7%	62	41%	10	7%
Information about district level policies	19	13%	94	63%	11	7%	19	13%	6	4%
Technical assistance	4	3%	54	37%	9	6%	64	43%	18	12%
Recognition of efforts	16	11%	74	49%	18	12%	28	19%	13	9%
Other			4	40%			4	40%	2	20%

Table 22

Member: How would you rate the level of support for the site council given by each of the following groups?

	Strong support		Some support		No support		Not sure	
	Count	%	Count	%	Count	%	Count	%
Local school board	97	43%	91	40%	16	7%	24	11%
Central office administrators	112	49%	82	36%	12	5%	22	10%
Building principals	198	87%	24	11%	1	0%	5	2%
Building teachers	123	54%	93	41%	3	1%	9	4%
Parents in the school community	76	33%	118	52%	14	6%	20	9%
Local business and industry	45	20%	104	46%	31	14%	48	21%

Standard Suggested by Research: Effective Training in Areas Like Group Decision-Making, Conflict Resolution, Data Interpretation, School Reform, and Planning

Effective site councils often become effective because members receive intensive training for the roles they are asked to assume in the school. Council members should have ongoing staff development in teaching, learning, curriculum, and assessment as well as in interpersonal skills, like conflict resolution and consensus building. The professional development allows the establishment of a shared knowledge base, trust building, and the creation of a vision and plan of action, all of which are important to effective council work. Without training, members may assume passive roles and promote individual agendas.

Findings from Surveys

About 40 percent of the principals and members say that their councils have a formal process for the orientation of new council members (Tables A3 and A4). In addition to council orientation, principals and site council members say they have been provided the most opportunity for training in curriculum and instruction, student academic assessment, and school improvement models, such as QPA. They have received fewer training opportunities in interpersonal skill areas, program evaluation, school finance, open meeting laws, and policy analysis/development (Tables 23 and 24).

Principals were asked what training they have received that has assisted them with facilitating the work of the site council. Twenty-eight percent of the principals say that the KASB and other state site council workshops have been very helpful, and 22 percent write that they have learned a great deal from KSDE trainings (Table A6). Some principals and members suggest having additional training for new members and council leaders, providing training outside of the Topeka area, and providing inexpensive training at times when more people can attend, such as on weekends. Enabling the sharing of information among site councils so that effective practices can spread was suggested by three members and three principals.

Table 23

Principal: Since the beginning of the 2000-2001 school year, how much training has the school or district provided to site council members related to each of these topics?

	None		1 day or less		More than 1 day		Not sure	
	Count	%	Count	%	Count	%	Count	%
Group decision-making	85	57%	40	27%	6	4%	18	12%
Consensus building	90	60%	38	26%	3	2%	18	12%
Conflict resolution	98	66%	31	21%	2	1%	18	12%
Leadership skills	87	58%	39	26%	10	7%	13	9%
Communication skills	85	57%	37	25%	12	8%	15	10%
Data analysis/program eval.	75	50%	47	32%	10	7%	17	12%
Planning	63	42%	55	37%	12	8%	19	13%
Curriculum & instruction	57	38%	58	39%	20	14%	14	10%
Student academic assessment	58	39%	52	35%	23	16%	16	11%
School improvement (QPA)	46	30%	59	40%	33	22%	11	7%
School finance	78	52%	43	29%	12	8%	16	11%
Staff development	72	48%	47	32%	14	10%	16	11%
Policy analysis/development	88	59%	29	20%	10	7%	22	15%
Open Meeting/Records laws	88	59%	38	26%	4	3%	19	13%
Other	13	68%			2	11%	4	21%

Table 24

Member: Since the beginning of the 2000-2001 school year, how much training has the school or district provided to site council members related to each of these topics?

	None		1 day or less		More than 1 day		Not sure	
	Count	%	Count	%	Count	%	Count	%
Group decision-making	130	57%	54	24%	19	8%	25	11%
Consensus building	132	58%	48	21%	13	6%	35	15%
Conflict resolution	137	60%	40	18%	15	7%	36	16%
Leadership skills	131	57%	49	21%	22	10%	26	11%
Communication skills	124	54%	56	25%	21	9%	27	12%
Data analysis/program eval.	113	50%	53	23%	32	14%	30	13%
Planning	115	50%	55	24%	30	13%	28	12%
Curriculum & instruction	102	45%	48	21%	49	21%	29	13%
Student academic assessment	85	37%	60	26%	58	25%	25	11%
School improvement (QPA)	75	33%	65	29%	68	30%	20	9%
School finance	128	56%	45	20%	22	10%	33	15%
Staff development	117	51%	56	25%	26	11%	29	13%
Policy analysis/development	127	56%	50	22%	16	7%	35	15%
Open Meeting/Records laws	141	62%	41	18%	6	3%	40	18%
Other	32	74%	8	19%	3	7%		

Standard Suggested by Research: An Ongoing Process for Evaluating Council Impact

It is important for site councils to be accountable for the decisions they make during development and implementation of their action plans. They should conduct needs assessments before development of plans and carefully monitor plan implementation so that adjustments can be made as needed. It is also important for them to evaluate the impact of the council on school improvement.

Findings from Surveys

Thirty-six percent of the principals and 44 percent of the members say that their site councils have a process for evaluating the impact of the council (Tables A3 and A4). Sixteen percent of the principals and 25 percent of the members think that the site councils have played a very important role in assisting their schools with meeting the goals and objectives on the school improvement plans. About 20 percent of the principals and members think the site council has not played an important role (Tables 25 and 26). Principal responses for the importance item are not significantly different (Chi-square statistic) when they are analyzed by school level (elementary or secondary school), school size, years of being a principal at the current building, or average percent of members in attendance at council meetings. They are significantly different, however, when analyzed by percent of non-district staff on the council and when analyzed by frequency of meetings. According to principals, site councils with lower percentages of non-district staff and site councils who meet more frequently are more likely to play an important role. When member data for the same item are analyzed, there are no significant differences by years of council membership, percent of non-district staff, frequency of meetings, school size, or school level. There are, however, when analyzed by average percent of members in attendance. Members of councils with higher average attendance at meetings rate council importance higher than other members do.

Table 25

Principal: Importance of council in meeting goals

		Frequency	Percent
Valid	Very important	24	16
	Somewhat important	88	60
	Not important	29	19
	Not sure	8	5
	Total	149	100

Table 26

Member: Importance of council in meeting goals

		Frequency	Percent
Valid	Very important	57	25
	Somewhat important	111	49
	Not important	46	20
	Not sure	14	6
	Total	228	100

SUMMARY

A site council study presented to the Board of Education in March of 1996 summarized national studies of effective site councils as well as the results of a Kansas site council survey. The summary of national research indicated that effective councils had the following characteristics: a clear sense of purpose, clearly stated benchmarks and task-oriented strategies, an understanding of their role and responsibility, a method for orienting new members to the work of the council, members who understood effective schools literature and the goals of the school, action-oriented meetings that had an agenda and were held regularly, and a membership that utilized effective decision-making skills. The 1996 Kansas site council survey results showed positive average ratings related to these effective site council characteristics but did not discuss why some councils were not effective. In this report, survey findings were organized under potential site council standards that are consistent with the characteristics of effective councils listed in the 1996 study. They are (1) clearly defined purpose, roles, and powers; (2) regular meetings of involved members who represent key stakeholders; (3) an established method for receiving stakeholder input and making recommendations to policy makers; (4) resources available to allow the site council to function effectively; (5) effective training of members; and (6) an ongoing process for evaluating council impact.

As in the 1996 study, overall ratings of many site council characteristics are positive in this study. Over 80 percent of the principals and site council members say that their councils operate with clearly defined roles and clearly defined authority. Sixty percent of the councils meet at least six times per year, and there is an average of more than 75 percent of members in attendance at meetings for about half of the site councils. About half of the respondents say their councils have a well-publicized process for providing the community with information about council activities and a well-publicized process for receiving community input. Eighty percent say that their councils have a formal mechanism for providing input to the local board. Site council members feel that they receive strong support from the building principal and at least some support from other district and community groups. On the less positive side, only 40 percent of the respondents agree that their councils have a formal process for the orientation of new council members or for measuring the impact of the council; and many are not sure what the council role should be. Only 16 percent of the principals and 25 percent of the members report that their site council has played a very important role in assisting their school with meeting the goals and objectives on the school improvement plans.

APPENDIX A

ADDITIONAL DATA TABLES

Table A1

Principal: Characteristics of Site Council

	Yes		No	
	Count	%	Count	%
Hand out materials	105	72%	40	27%
Present info to community groups	86	59%	60	41%
Have open forums at meetings	142	97%	5	3%
Site council approved improvement plan	112	78%	31	22%
Council works from printed agenda	126	89%	17	11%

Table A2

Member: Characteristics of Site Council

	Yes		No		Not sure	
	Count	%	Count	%	Count	%
Received info. prior to deciding to serve	120	53%	99	43%	9	4%
Meetings fit into schedule	220	97%	4	2%	4	2%
Presented info. to community groups	48	21%	173	76%	7	3%
Served as council chair	87	38%	140	61%	1	0%
Have an open forum at meetings	206	90%	15	7%	7	3%
Council has approved improvement plan	153	67%	26	11%	49	22%
Membership is at least 50% non-district staff	161	71%	47	21%	20	9%

Table A3

Principals: Does your site council operate with the following?

	No, & not in process of dev.		No, but in process of dev.		Yes		Not sure	
	Count	%	Count	%	Count	%	Count	%
Clearly defined role	5	3%	18	12%	123	83%	3	2%
Clearly defined authority	4	3%	12	8%	129	87%	4	3%
Process for community info.	17	12%	38	26%	79	53%	15	10%
Process for community input	27	18%	39	26%	65	44%	18	12%
Mechanism for providing input to board	4	3%	15	10%	120	80%	10	7%
Process for orientation of new members	40	26%	42	28%	61	41%	6	4%
Written meeting rules	26	18%	7	5%	108	72%	8	5%
Process for accessing data	10	7%	12	8%	118	80%	9	6%
Process for evaluating impact	50	33%	27	18%	53	36%	19	13%

Table A4

Member: Does your site council operate with the following?

	No, & not in process of dev.		No, but in process of dev.		Yes		Not sure	
	Count	%	Count	%	Count	%	Count	%
Clearly defined role	8	4%	18	8%	187	82%	15	7%
Clearly defined authority	12	5%	10	4%	185	81%	21	9%
Process for community info.	36	16%	44	19%	108	47%	40	18%
Process for community input	31	14%	42	18%	111	49%	44	19%
Mechanism for providing input to board	8	4%	16	7%	175	77%	29	13%
Process for orientation of new members	58	25%	38	17%	99	43%	33	15%
Written meeting rules	32	14%	10	4%	151	66%	35	15%
Process for accessing data	13	6%	10	4%	168	74%	37	16%
Process for evaluating impact	48	21%	22	10%	99	44%	58	26%

Table A5: Comment Summary: Members

Training That Could Make Council More Effective	50	Respondents
Purpose and expectations of a site council	12	24%
Curriculum, instruction, and/or assessment	4	8%
School improvement; QPA	4	8%
Data analysis and evaluation	3	6%
School finance	3	6%
Community involvement	3	6%
Matters that affect students directly	2	4%
All areas	3	6%
Miscellaneous areas	16	32%

Resources or Changes Needed for More Effective Site Council	115	Respondents
None	11	10%
More school staff/community/parent involvement and/or members	28	24%
More training & clearer definition of purpose and expectations	35	30%
Better communication about council role and accomplishments	12	10%
Chance for council input, impact, direct involvement	8	7%
More interaction with/direction from local board	7	6%
More time & other resources for training and council work	4	3%
Demonstrations/sharing from effective councils in other schools	3	3%
Principal knowledge & commitment make the difference	5	4%
Miscellaneous suggested changes	9	8%

Table A6: Comment Summary: Principals

Helpful Training Principal Has Received	**94**	**Respondents**
KASB/other state site council workshop/conference	26	28%
KSDE or other state level training	21	22%
Experience as a member or administrator	15	16%
Reading site council guidelines	9	10%
District or service center training	12	13%
QPA/NCA process training	7	7%
KASB video	5	5%
Education	4	4%
Little or no official	7	7%

Other Ways Principal Informs Community About Council	**30**	**Respondents**
School calendar	5	17%
Reports to board and/or central office	5	17%
Published agenda/minutes	6	20%
Letter to parents	4	13%
Web page or message board	4	13%
Letter to members	1	3%
Feedback to PTO/PTA	2	7%
Miscellaneous	3	10%

Other Ways Principal Determines Council Authority	**16**	**Respondents**
State level policy/handbook/video	8	50%
Suggestions from state	3	19%
Site council vote	2	13%
Not sure	2	13%
Site council has none	1	6%

Other Ways Principal Ensures Diversity	**16**	**Respondents**
Have developed methods to balance council	8	50%
Notify community of opportunity	3	19%
Community has almost no diversity	2	13%
Will take anyone who volunteers	3	19%

Resources or Changes Needed for More Effective Site Council	**65**	**Respondents**
More parent/community involvement	8	12%
Training for new members	5	8%
Workshop for council leaders	2	3%
Inexpensive training at times more can attend (i.e., weekends)	2	3%
Regular information from KSDE/others on running effective councils	16	25%
Published agenda before meetings	2	3%
More time and funding	11	17%
Training outside of Topeka	4	6%
Interactions with other councils	3	5%
Miscellaneous	9	14%
Another layer of bureaucracy we don't need	2	3%
None	7	11%

APPENDIX B

COPIES OF SURVEYS

Site Council Principal Survey

Now that your school's site council has been in existence for a few years, the State Board of Education is very interested in your observations regarding the site council's current practices, needs, and level of effectiveness. The information you provide will be very valuable to the Board and the Department of Education as they modify and develop supports for site councils. Please take a few minutes to complete the following survey. All responses will be kept confidential. After the survey has been completed, return it by **October 26, 2001** to Planning and Research, Kansas State Department of Education, 120 SE 10th Avenue, Topeka, KS 66612. A self-addressed, stamped envelope has been included to make return of the survey more convenient for you. Direct any questions to Sherrill Martinez at the Department of Education: 785-296-3605. Thank you for your assistance with this study.

1. Does your site council operate with the following?

	No, and not in process of development	**No, but in process of development**	**Yes**	**Not sure**
a. A clearly defined purpose or role				
b. Clearly defined areas of authority				
c. A well-publicized process for allowing the community to find out about council work				
d. A well-publicized process for allowing the public to provide input to the site council				
e. An established mechanism to enable the council to provide input to the local board				
f. A formal process for orientation of new council members				
g. Written rules for running council meetings				
h. A procedure for accessing school and district data/information needed by the council				
i. An ongoing process for evaluating the impact of the council				

2. Since the beginning of the 2000-2001 school year, how much training has the school or district provided to site council members related to each of these topics?

Training Topic	**None**	**1 day or less**	**More than 1 day**	**Not sure**
a. Group decision-making				
b. Consensus building				
c. Conflict resolution				
d. Leadership skills				
e. Communication skills				
f. Data analysis/program evaluation				
g. Planning				
h. Curriculum and instruction				
i. Student academic assessment				
j. QPA/school improvement/school reform				
k. School finance				
l. Staff development				
m. Policy analysis/development				
n. Open Meeting Law and/or Open Records Act				
o. Other (Please specify)				

3. What training have you received that has assisted you with facilitating the work of the site council at your school? _____

4. Since the beginning of the 2000-2001 school year, what role has the site council played in each of the following areas?

Area	Decision -making	Advisory	None	Not sure
a. Allocation of school funds				
b. School improvement plan development				
c. Selection of programs for instructional improvement				
d. Selection of curriculum and/or curriculum materials				
e. Selection of instructional methods				
f. Allocation of staff positions				
g. Development of the school schedule				
h. Development of student discipline policies				
i. Development/implementation of school security plans				
j. Development/implementation of school maintenance plans				
k. Other (Please specify)				

5. Since the beginning of the 2000-2001 school year, how often has each of the following occurred?

Event	Never	Once	More than Once	Not sure
a. The site council presented information to the local board				
b. The site council presented recommendations to the local board				
c. The local board accepted the recommendations of the site council				
d. The site council presented information to community groups				
e. Community member(s) presented recommendations to the site council				
f. The site council accepted community member recommendations				

6. How do you inform the community of council activities? Mark all that apply.

☐ School newsletter
☐ Community newspaper
☐ Radio/television announcements
☐ Talk with constituents
☐ Other (Please specify) _____

7. How were the responsibilities and authority of the site council determined? Mark all that apply.

☐ Through district policy
☐ Through school policy
☐ Through site council developed and adopted bylaws (If so, please send a copy of the bylaws with this completed survey.)
☐ Other (Please specify) _____

8. Thinking of the time period from the beginning of the 2000-2001 school year to the present, how would you rate the importance of the site council in assisting your school with meeting the goals and objectives on its school improvement plan?

☐ Very important
☐ Somewhat important
☐ Not important
☐ Not sure

9. Please respond to the following questions.

Question	Yes	No
a. Do you hand out materials explaining the purpose of site councils when you ask persons to serve on the site council?		
b. Have you ever presented information about site council activities to parent or community groups?		
c. Do you have an open forum at meetings?		
d. Has the site council approved your school's improvement plan?		
e. Does your site council work from a printed agenda? (If yes, please send a sample with this completed survey.)		

10. Since the beginning of the 2000-2001 school year, which of the following supports have been given to your school's site council and, if given, by whom? Mark all that apply.

Support	Yes, from me or my staff	Yes, from the district staff	No	Not sure
a. School information about such things as curriculum, assessment results, and budget				
b. Support services, such as secretarial assistance and funding for council projects				
c. Information about district level policies and procedures				
d. Technical assistance				
e. Recognition of site council member efforts				
f. Other (Please specify)				

11. How many persons from each of the following groups serve on the site council this school year?

_____ School or district administrators
_____Business representatives
_____Community-based organization representative
_____Classified personnel (i.e., secretary, custodian)
_____Parents
_____Students
_____Teachers
_____Other key stakeholders

12. How have you tried to assure that the level of diversity on the site council represents the level of diversity in your community? Mark all that apply.

☐ I have done a comparison of the demographics of the site council with the demographics of the community.
☐ I have personally asked individuals from under-represented groups to serve on the site council.
☐ I have notified the community, through newsletters and other means, of the school's need for site council members from defined populations.
☐ Other (Please specify) _____

13. How often does your site council meet?

☐ Eight times or more per year
☐ 6-7 times per year
☐ 4-5 times per year
☐ 2-3 times per year
☐ Once a year
☐ Not sure

14. On average, what percent of the site council members attend regular site council meetings?

☐ Less than 25 percent
☐ 26-50 percent
☐ 51-75 percent
☐ More than 75 percent
☐ Not sure

15. How many years, including this year, have you been a principal at this school?

☐ One year
☐ Two years
☐ Three years
☐ Four or more years

16. Please indicate the average number of students per grade in your school.

☐ Less than 25
☐ 25-50
☐ 51-75
☐ 76-100
☐ More than 100

17. Please select the option that best describes your school.

☐ Elementary school
☐ Middle school/junior high
☐ High school
☐ K-7 or K-8
☐ K-12

18. Is your school a public or private school?

☐ Public
☐ Private

19. What one or two resources or changes could help your site council be more effective?

_____
_____
_____

Thank you for completing this survey.

Site Council Member Survey

Now that your school's site council has been in existence for a few years, the State Board of Education is very interested in your observations regarding the site council's current practices, needs, and level of effectiveness. The information you provide will be very valuable to the Board and the Department of Education as they modify and develop supports for site councils. Please take a few minutes to complete the following survey. All responses will be kept confidential. After the survey has been completed, return it by **October 26, 2001** to Planning and Research, Kansas State Department of Education, 120 SE 10th Avenue, Topeka, KS 66612. A self-addressed, stamped envelope has been included to make return of the survey more convenient for you. Direct any questions to Sherrill Martinez at the Department of Education: 785-296-3605. Thank you for your assistance with this study.

1. Does your site council operate with the following?

	No, and not in process of development	**No, but in process of development**	**Yes**	**Not sure**
a. A clearly defined purpose or role				
b. Clearly defined areas of authority				
c. A well-publicized process for allowing the community to find out about council work				
d. A well-publicized process for allowing the public to provide input to the site council				
e. An established mechanism to enable the council to provide input to the local board				
f. A formal process for orientation of new council members				
g. Written rules for running council meetings				
h. A procedure for accessing school and district data/information needed by the council				
i. An ongoing process for evaluating the impact of the council				

2. Since the beginning of the 2000-2001 school year, how much training has the school or district provided to site council members related to each of these topics?

Training Topic	**None**	**1 day or less**	**More than 1 day**	**Not sure**
a. Group decision-making				
b. Consensus building				
c. Conflict resolution				
d. Leadership skills				
e. Communication skills				
f. Data analysis/program evaluation				
g. Planning				
h. Curriculum and instruction				
i. Student academic assessment				
j. QPA/school improvement/school reform				
k. School finance				
l. Staff development				
m. Policy analysis/development				
n. Open Meeting Law and/or Open Records Act				
o. Other (Please specify)				

3. If you think training in a particular area could enable you to be a more effective site council member, please name that area. _____

4. Since the beginning of the 2000-2001 school year, what role has the site council played in each of the following areas?

Area	Decision-making	Advisory	None	Not sure
a. Allocation of school funds				
b. School improvement plan development				
c. Selection of programs for instructional improvement				
d. Selection of curriculum and/or curriculum materials				
e. Selection of instructional methods				
f. Allocation of staff positions				
g. Development of the school schedule				
h. Development of student discipline policies				
i. Development/implementation of school security plans				
j. Development/implementation of school maintenance plans				
k. Other (Please specify)				

5. Since the beginning of the 2000-2001 school year, how often has each of the following occurred?

Event	Never	Once	More than Once	Not sure
a. The site council presented information to the local board				
b. The site council presented recommendations to the local board				
c. The local board accepted the recommendations of the site council				
d. The site council presented information to community groups				
e. Community member(s) presented recommendations to the site council				
f. The site council accepted community member recommendations				

6. Please respond to the following questions.

Question	Yes	No	Not Sure
a. Did you get materials explaining the purpose of site councils before deciding to serve?			
b. Do site council meeting times generally fit into your schedule?			
c. Have you ever presented information about site council activities to community groups?			
d. Have you ever served as site council chair?			
e. Do you have an open forum at meetings?			
f. Has the site council approved the school improvement plan?			
g. Do non-school/non-district staff make up at least 50 percent of the site council membership?			

7. How would you rate the level of support for the site council given by each of the following groups?

Topic	Strong support	Some support	No support	Not sure
a. Local school board				
b. Central office administrators				
c. Building principal(s)				
d. Building teachers				
e. Parents in the school community				
f. Local business and industry				

8. Thinking of the time period from the beginning of the 2000-2001 school year to the present, how would you rate the importance of the site council in assisting your school with meeting the goals and objectives on its school improvement plan?

☐ Very important
☐ Somewhat important
☐ Not important
☐ Not sure

9. How many years, including this year, have you been a member of this site council?

☐ One year
☐ Two years
☐ Three years
☐ Four or more years

10. How did you become a member of the school site council? Please mark all that apply.

☐ I responded to a notification in a school newsletter or other such communication by indicating my interest in serving.
☐ I was asked to serve by a school official or existing committee member.
☐ Committee members voted to approve my selection.
☐ The local school board voted to approve my membership.
☐ Other (Please specify) _____

11. Which of the following groups were you selected to represent? Mark all that apply.

☐ School or district administrators
☐ Business representatives
☐ Community-based organization representative
☐ Classified personnel (i.e., secretary, custodian)
☐ Parents
☐ Students
☐ Teachers
☐ Other key stakeholders

12. How often does your site council meet?

☐ Eight times or more per year
☐ 6-7 times per year
☐ 4-5 times per year
☐ 2-3 times per year
☐ Once a year
☐ Not sure

13. On average, what percent of the site council members attend regular site council meetings?

☐ Less than 25 percent
☐ 26-50 percent
☐ 51-75 percent
☐ More than 75 percent
☐ Not sure

14. Please indicate the average number of students per grade in the school you serve as a site council member.

☐ Less than 25
☐ 25-50
☐ 51-75
☐ 76-100
☐ More than 100

15. Please select the option that best describes the type of school building you serve as a site council member.

☐ Elementary school
☐ Middle school/junior high
☐ High school
☐ K-7 or K-8
☐ K-12

16. Is the school a public or private school?

☐ Public
☐ Private

17. What one or two resources or changes could help your site council be more effective?

_____
_____
_____
_____

Thank you for completing this survey.

APPENDIX C

RESPONDENT COMMENTS

SITE COUNCIL PRINCIPAL RESPONSES

Q2. Other training topics offered:

1. Topics specific to our school, i.e., safety, food service.
2. We offer the inservice program but no takers.

Q3. Training principal has received that has been helpful:

1. KASB Workshop.
2. I served as a teacher rep. I have also read the state guidelines.
3. Reading manual.
4. Two hour training.
5. Site Council workshop several years ago.
6. KSDE.
7. Been on previous site council at another school.
8. Inservice.
9. One day workshop through NCA.
10. LDP training 7-8 years ago.
11. Been to yearly Site Council seminars in Topeka.
12. Little.
13. Read published Site Council Handbook.
14. KASB Site Council training.
15. Went to workshop in Emporia last spring.
16. Training was limited and occurred approximately 6-7 years ago.
17. Site Council workshop from KSBE.
18. Attended workshop.
19. Self training, reading manual.
20. Experience only, except being a member of other committee.
21. Information from state.
22. School team training, student assistance training, conflict resolution training, and habits of effective adults.
23. One two-hour workshop.
24. Site Council training KNEA Seminar - KASB.
25. QPA Manuals, Site Council Manual.
26. Master degree education.
27. Numerous work sessions.
28. Not a great deal but will be attending site council seminar sponsored by state.
29. Workshop.
30. Site council conference.
31. Annual seminars and printed information.
32. Yearly site council conference.
33. Workshops by USA, KASB and KSDE.
34. KASB and our own.
35. Attended KASB conferences and KASB film on-site councils.
36. On-the-job.
37. Training from state and district level support.
38. Very little.
39. KASB training done in Topeka 2001.

40. District Site Council workshops.
41. KASB workshop.
42. District training.
43. Consensus building.
44. QPA process.
45. Experience.
46. Local, regional and state education inservices/training.
47. My education and experience.
48. Local service center provided a workshop.
49. Inservice on site councils.
50. District workshop.
51. KASB video.
52. Site council training at district level and chair.
53. State site council meeting.
54. Very little.
55. Video and state meetings.
56. I completed a study for Wichita Public Schools on shared decision making that had a component on SSC.
57. Video/reading.
58. I constantly update council on QPA, finance and all school issues and inservice I attend.
59. QPA/NCA, leadership, conflict resolution, consensus building, group decision making, curriculum instruction.
60. Half-day inservice.
61. Building administration.
62. Reading from state materials distributed.
63. Previous attendance at site council training - annual conference, leadership training.
64. Only provided by the state at the beginning.
65. Most has applied.
66. No formal training - past experiences with other site councils.
67. Ongoing administrative training.
68. Site council training by the district - does not include facilitator training.
69. Site council conference in Topeka.
70. Training of various topics by our school office (superintendents).
71. KASB Site Council Seminar.
72. Workshop in Topeka.
73. All of the above.
74. Master teacher training - 3 day workshop; QPA chair training.
75. From superintendent.
76. Group planning by council members.
77. Staff development training, leadership skills.
78. Local district training.
79. Prof. meetings.
80. District QPA training.
81. No official training.
82. State meetings, use of State Board kit with video.
83. School leadership, NCA, phase training.
84. Site council training seminar.

85. Leadership academy.
86. State Department.
87. KASB.
88. Site council workshop several years ago.
89. Superintendent orientation.
90. Leadership.
91. Very litter, other than superintendents.
92. Sent members to annual meeting and training.
93. No formal training.
94. KASB training sessions. These are open to all council members wishing to attend.

Q4. Other roles of site council:

1. Selection of teachers, supplementals, coaches, site changes.
2. Safety issues - crossing guards.
3. Landscaping and playground.
4. Selection of staff.
5. Input about safety, school calendar.
6. Collaboration/council participation.
7. School programs and activities.

Q6: Other ways to inform community:

1. Invite senior citizens to attend.
2. District calendar.
3. School board meeting.
4. Orientation/open house and other parent meetings.
5. Principal report to BOE.
6. Memo to parents from the Site Council.
7. Calendar.
8. Letters home.
9. Board meeting (monthly).
10. BOE minutes.
11. Agenda and minutes published.
12. Minutes and agenda go to BOE/central office.
13. Board of Education meetings.
14. District calendar.
15. Weekly elementary school letter.
16. District web site.
17. Mail letter to members.
18. District calendar.
19. Notes home to parents.
20. BOE minutes.
21. School message board (front of school).
22. General announcements, published in agenda.
23. Web site.
24. Calendar.
25. Auto phone dial-up.
26. Posted agenda.

27. Feedback at PTA.
28. BOE meeting minutes.
29. PTO function.
30. Web site.

Q7: Other ways of determining authority:

1. KASB notebook/video.
2. The Site Council has no authority as the BOE is the decision making group!
3. State requirements using the blue book.
4. Site Council Manual, KSDE.
5. State policy.
6. Requirements of the State BOE.
7. Through vote of site council.
8. State recommendations.
9. Not sure originally.
10. Recommendations from KSDE.
11. Not sure.
12. State handbook.
13. State level policy.
14. Suggestions for State Department.
15. Site council delegates.
16. KSBE policy.

Q10: Other supports given to council:

1. School Improvement Process at each meeting (QPA).

Q12: Other ways to assure diversity:

1. We are going to start a Hispanic Advisory Committee which will eventually blend into our Site Council.
2. Our population is 99% white, less than 5% free and reduced. We do seek these groups but have had little luck getting them involved.
3. Ask parents and businesses (not many are interested).
4. Posted openings at P-T Conference.
5. I just ask for volunteers to serve on this council.
6. Interested parents can sign up to serve at enrollment.
7. Religious groups.
8. When finalizing we look at applications and seek out a balance to represent international population.
9. Find anyone willing to serve.
10. Each area searches for their replacements.
11. Can't find members, will take anyone.
12. District QPA profile survey.
13. It's a very homogeneous community. The site council represents that.
14. In above we list all populations we are looking for and select needed population groups.
15. Have tried to get at least 1 rep. from each of our 6 communities.
16. Have selected parents, business, and community representatives who have children at a broadly scattered number of grade levels in the building.

Q19: Resources or changes needed to help site council be more effective:

1. Before I came they did not meet! Meetings would be scheduled and then cancelled. I am trying to regain trust and value in their service to us as Site Council reps.
2. Site Council newsletters sent to schools from KSDE. More information on running effective site councils.
3. Consistent communication orientation for new members. Published agenda prior to meeting. Have officers attend state site council meeting.
4. A guide from the state explaining the council's question. Especially the rules that govern open meetings and what decisions can and cannot be made. My biggest concern is that site councils become another political arena for parents to bring special interest items about schools, teachers, board, administrators, etc…. to the table and expect action. Education in Kansas has increasingly become political with the assessments and funding. Everyone in authority needs to understand that we are fast approaching a crisis situation with funding and staffing. If these areas continue to be as political as they are, we are going to suffer greatly in the coming years. Site Council in many ways contribute to this!
5. This survey has given me many new ideas. Workshops at Service Centers are a great help also.
6. Moving the Site Council Seminar to Fall helps. Hold regional meeting or a newsletter on training and topics to give site council members. My responsibility as principal involves letting the site council function without my leadership yet where does the direction go now, to conduct and what items to cover come from. I would like to "empower" the council to work as advisory but my leadership has to prevail to motivate and dictate topics to cover. Our district "steering committee" needs to take leadership also.
7. Time.
8. Training close to western Kansas, not Topeka or Wichita. Ideas.
9. The parent/teacher group provides support to the school and is more fun. We have poor attendance at Site Council - wonder if it is because all they do is listen to reports. Our school is the only elementary in the county and people with concerns go straight to the BOE or superintendent. Another layer of bureaucracy is not very useful here.
10. Interacting with other council members within the district or within the state.
11. Direction/training.
12. Change - can't get the parents to realize they should be in charge. Student served as president/chair last year because parents wouldn't volunteer.
13. Videotaped support - no one can ever go to Topeka meetings!
14. Time to meet. The last two years our site council has not been that active. Prior to that we were very active. Changes in the council have probably caused this. They seem satisfied with our path.
15. A clearer defined role from state and local BOE. Funding for skill development of council members.
16. State funding.
17. Send out video FREE to all schools. Send out KSDE rules to all members of each school. KSDE makes bylaws.
18. Keep state assessments consistent during a cycle. Prepare information in standard English so it is reader friendly.
19. I believe site council serves differently at different communities./community sizes/school sizes and that's ok.

20. I'd like change of dates for the seminar (Oct.) will be more helpful.
21. Clearly established role.
22. Since we are in the middle of our QPA cycle, we are in a monitoring and maintenance phase, and not a lot of "new" is happening.
23. We do not have a site council, we have a principal's advisory council.
24. More resources readily available.
25. Resources to provide training. More time to educate members.
26. Better role from the State Department.
27. People do not want to be on another committee (or 1 committee). Trying to fill all positions is difficult.
28. More time.
29. Copy of sample bylaws that a middle school is using.
30. Feedback from other schools… Success stories that may make our site council better.
31. The school needs a new book for the site council. The Kansas State Board of Education set a booklet with a blue cover several years ago. I've been told that this was revised so the state needs to send a new copy.
32. A workshop for council leaders.
33. The workshop offered by the State Department of Education is always on a weekday. My site council parents and business reps. cannot (or have not) attended. A Saturday workshop would better fit their schedules. They are reluctant to take off from work.
34. School funding. Small schools need more money. Our board and site council both have a lot of good ideas, but the lack of funding keeps us from progressing.
35. Getting people to show up for meetings. Getting more input from community.
36. As a sounding board and eyes and ears to the community, our site council is fairly effective already because we're such a small community.
37. They are very effective now!
38. Find more time to get the council together to discuss education and school district topics.
39. Being more informed. Following site council requirements/bylaws.
40. Have a new member or site council training guide available. Have more local, low cost opportunities for training and retraining site council members (focus upon generic topics such as problem identification, and developing a plan for solving problem or grant writing workshop for site council members).
41. Training for the new members.
42. One-day training session closer to home (Wichita).
43. Continue training meetings.
44. Effective strategies for the use of a site council - parent involvement!
45. Training, clear directives as to purpose.
46. I wish the general public would given them more input or ask about what we do. We advertise, talk, talk, talk -- maybe the other parents are too busy?
47. Seminars throughout the state and not just in Topeka.
48. Possibly a checklist of expectations. Generic handouts about site council and being a member.
49. Diversity. More parental involvement.
50. An agenda with meaningful items to inform members and the community.
51. Not to have one - they have lost their purpose.
52. More parent/community participation.

53. State funding to support site council activities. Increased state funding for academic programs.
54. Two-year program at the middle level; tough to get buy in from council.
55. KASB training for our site council was excellent.
56. It works successfully now as an advisory committee. Please do not create more red tape and requirements! It's difficult to get members as it is.
57. I can't think of any.
58. We need inexpensive training sessions at a time we can attend.
59. Better site council training materials.
60. Members to attend regularly, leadership from the members rather than me.
61. More training on site council responsibilities.
62. Attend training seminars.
63. More businesses located without our district. We are very much a bedroom community.
64. Examples of other Site Councils which are performing effectively. What tasks have been successfully performed by other councils?
65. Funding to provide training. Video from state is very informative but dull.

SITE COUNCIL MEMBER RESPONSES

Q2. Other training topics offered:

1. Technology and communication websites.
2. Meet with teachers by grade level.
3. School does make available to council members the opportunity to attend various off-site training or leadership activities as developed by the school district. I cannot recall exactly which areas, other than QPA, they have focused on.
4. Some members attended site council training at ESU in Spring of 2001.
5. They have offered - many unable to go to most of these things. The schools and the district are very helpful when we have questions/concerns.
6. We do not have formal training - due to expense. However, our council is open and we ask when we need info or help. Our administration has been excellent support from our building principal to our superintendent. They have all attended our meetings and offered their assistance when needed.
7. All that is provided at the Site Council Seminar in Topeka.
8. At-risk programs.
9. Have been available but usually parents go, not teachers.
10. School and community safety issues.

Q3. Training in a particular area that could make you more effective as a council member:

1. Purpose except repeat of faculty meeting.
2. I think some uniform training of what is expected of site council members by the Department of Education would be helpful. I've served on site councils at three different schools and each one had different interpretation of purpose of site council.
3. Leadership.
4. Communication skills.
5. The parents need more training on school improvement.
6. Curriculum and instruction.
7. What QPA expects from site councils.
8. My belief is all councils need more training in all areas. I've served 5 years at grade school and middle school level and still not sure we are all on track. Doing best we know with knowledge we have.
9. Program evaluation.
10. Understanding school finance.
11. Data analysis.
12. How a site council is realistically supposed to do any of the things listed in #4.
13. Curriculum and instruction.
14. Site council.
15. I don't know what this role of the site council is.
16. Any training as a group would benefit, especially helpful would be better understanding QPA, school improvement and school reform.
17. The purpose of site council.
18. Met in Topeka with state officials.
19. We don't train - we just meet and make decisions.
20. Matters directly affecting students.
21. QPA.

22. As a teacher I feel effective because I usually know the entire situation where community members may not.
23. Clear-cut guidelines on site councils.
24. Conducting meetings with more informed members.
25. Staff development.
26. Meet in Hutchinson.
27. Conflict resolution.
28. Purpose and working with community and local board. Feeling equal and not threatened.
29. Classroom exposure working more with kids.
30. School finance, facilities use.
31. Data analysis, program evaluation, student achievement criteria.
32. How funds are apportioned.
33. Interviewing applicants for teaching.
34. Getting community/parent involvement.
35. More community involvement, getting to community to <u>want</u> to be involved.
36. Define area and responsibility.
37. Define roles and responsibilities.
38. Student academic assessment.
39. Broader understanding of overall.
40. Ways to be more effective.
41. A complete overview of goals of the council and the principles of a council.
42. Technology.
43. All areas.
44. Curriculum and assessment.
45. School improvement.
46. Recruitment of volunteers.
47. What is the role of a site council?
48. The process of an idea presented to site council to getting it approved by the school board.
49. Want to cite annual meeting and training.
50. Any of the areas referenced in Question 2 - especially consensus building and group decision material.

Q4. Other site council roles:

1. Character program, vision and mission statements.
2. Need for volunteers in classes.
3. Bond issue.
4. Coordinated several activities to promote community/parent involvement.
5. Back-to-school picnic planning.
6. Safety of parking, drop off and pick up of students.
7. The site council is basically just <u>told</u> what is happening.
8. QPA seems to be of interest.

Q10. Other ways to become a council member:

1. Assigned from BLT group.
2. Because I'm a QPA co-chair.
3. I am an involved parent and it gives me inside knowledge at my student's school. I'm educated to educate the public who is not. I can share and understand the processes.
4. Principal.
5. Volunteers.
6. QPA chair for building.
7. I was the 2001 class rep my freshman year chosen by the staff. I am now a senior and president of site council.
8. Required as a chair for NCP/QPA.
9. Re-elected as chairman for 2 years after initial year as chairman.
10. Volunteered, since my children have graduated I've been asked to stay on as a business representative.

Q17. Resources or changes needed to help site council be more effective:

1. Our site council is operating effectively and needs no changes or additional resources at the present time.
2. Business support and greater parental involvement.
3. Training and purpose.
4. Once again, a greater understanding of what you expect from statutorily mandated site councils. Perhaps an opportunity for BOE to address individual site council meetings to discuss expectations. Looking forward to the seminar on the 23rd at Expocentre in Topeka.
5. Pamphlets or fliers that can be distributed to inform people about the site council and what its purpose is. Any and all information available on how to improve communication among the various school groups (teachers, administrators, parents, site councils, etc.).
6. More interaction with school board.
7. More community involvement.
8. A proactive stance, rather than reactive, would be very helpful. Training and active involvement are two areas we need improvement in.
9. More involvement by community. More representation from business community.
10. Parents need to be more aware of the site council and its purpose and I think we'd have more interest in serving on it.
11. We spend a lot of time reviewing information but don't have a lot of impact on the decision-making end of the process.
12. We support our school QPA school improvement plan and work closely with the school principal. Sometimes the QPA recommended procedures are a bit fuzzy. This might be improved.
13. It is a great site council.
14. More information from you, the state, on what you are expecting site councils to do or become. It is hard to get parents to sign up for one more thing to do if we aren't sure what is expected of us. I'm an over-achiever and actually have read the state manual but I feel it lacks focus on what you are expecting. Each building I have served on has been so different. I learned a lot at the grade school level, but feel as you go to the upper grades it is a more difficult process. I'm still not sure I really make any

decisions. Am just given information to learn from. Last year at middle school parent comments were, "Why am I here. I don't understand what we are doing, and it is wasting time." As a parent I need this information to understand, but some don't. I do believe you intended for us to have more of a say in things. Maybe it has to do with building principals or maybe we as parents and community need to push more, but we can't push if we don't know any better. My first year at the grade school, I was given the handbook by a wonderful principal that supported the council, but since I have not seen this given to any new members, and was actually told by one principal that we don't really need it and no one reads it. It is the only think I have to go off of to set goals.

15. We have a new principal and she has developed into the resource we need to become more effective!
16. Speakers that would share ideas from communities in which site councils are effective.
17. More community awareness. More parental awareness. We have published many things and spoke at group meetings at school and most parents still say "What's the site council?"
18. We need to recruit business owners to join. Parents need information from area-wide site council programs.
19. Our site council works together fine at this point.
20. With the new principal, I'm sure there will be more done towards discussing what needs changed vs. going over school reports.
21. This year, we need 1 or 2 more members. We lost 4 over the summer. The past few years have been somewhat quiet for us, but in the past we have gone to the school board and made a presentation that was influential in changing policy on class size. It helps when you're backed up by more than 100 people! Our school is closing after next year and we have been vocal about our concerns for the building. The superintendent came and listened to our ideas and thanked us for the input. We plan to follow up when we need to.
22. More time for inservice/professional development.
23. We have a very cooperative, effective site council.
24. Community business leaders at the school site council level.
25. Having a more defined role and purpose.
26. In the past, site council was formed to meet state requirements only. We are hoping to see benefit from our time spent.
27. A clearer picture of how site councils were intended to function.
28. Provide more training for Site Council members outside of Topeka.
29. To have the purpose and function of the site council made clear to the school board, administrators and parents.
30. If parents would become more involved and share with us their concerns, etc. instead of complaining to everyone else. I have made it known that I will be their voice or they could come and speak for themselves. Our principal and superintendent are readily available also. That is what is nice about living in a small town.
31. To get more people involved with site council, site council training.
32. More direct guidelines about their purpose and responsibilities.
33. The principal reports to us monthly on a variety of topics and then has an open discussion. I don't know of what, if any, power we have to affect the process. It seems like we are just window dressing with no real authority or clearly defined role.

34. As always, money is an issue (nothing to send members for training). I feel our council works well together and gets very good support.
35. More involvement from parents and teachers.
36. In the past, we have not had a consistent site council. Our new principal has made building our site council top priority.
37. Too many to mention.
38. Require review of administrative changes. A general site council "game plan" from state.
39. More dialog with board of education.
40. Training for members. Help recruiting community/business members.
41. Possible inservice day. There could be site council members attending for curriculum that might be helpful to new site council member.
42. Perhaps some training, more community involvement, more parent involvement.
43. State representatives or whoever sanctioned site councils.
44. More parental involvement, discuss more than just the bond issue.
45. I feel we are a well informed active council. No real changes needed at this time.
46. More input from local board. More support from administration. Our past administrator did not "push" site council involvement.
47. We need a real charge from the board of education. A few years ago we were very active in school improvement - now not very much at all.
48. I see this council as being very effective so I can't think of any resources other than more supportive parents.
49. Better publicity.
50. Less organizations in the school. Too many to serve on, PTA, site council, booster clubs, etc. Some people serve on everything and it gets to be too much.
51. To inform the school community more on what our goals for the year are and to let them know what we've accomplished as a result of our meetings.
52. A more clearly defined purpose as to their relation with teachers and parents.
53. More parent involvement, attendance by school board member(s), and off-site administration.
54. More teacher representation on the site council.
55. Training from the state level, training from district, continuing presentations from other districts.
56. Funding for advertisements and recruiting.
57. Involving site council members in staff development days so they realize the importance of these days the teachers take part in.
58. Learn more about things the site council should do.
59. I feel our site council works pretty well. We don't do a lot of formal things but we do get input from the community and do lots of discussing. The site council listens to the students exceedingly well.
60. More definitive on what site council is. Publicize more to the public.
61. Better orientation and training for members.
62. People from community needs to understand that we are an advisory team not the board of education.
63. I believe that our site council would be more effective if we had more of the teachers support and input. They tend to go straight to the school board instead of getting site council input.

64. Get more literature to site council members and stress the importance to local boards how important it is to educate the site council members to state training yearly. The site council needs to know that when we want to bring ideas to the BOE, that we're just trying to bring our communities views so they can be heard. But I think the BOE feels threatened by us.
65. More parents, students, and district administrators participation.
66. Cooperation of teaching staff.
67. None in particular, but more effective orientation to issues and procedures would probably help.
68. Not sure.
69. More community involvement. It would be helpful to have a brochure geared to "lay people" not in the teaching/administrative professions that shows the focus, goals and ideas of how individuals can be involved to monitor and advise in regard to school improvement as members of the local site councils. After all, even though individuals don't have children in school, it is the money of each taxpayer and the future of our world at stake. I don't think "Joe Public" knows the importance, relevance or opportunity that site councils have to offer. Strong, involved site councils make strong, involved teachers and staff. It's all for the kids.
70. Hearing about other site councils and how they operate.
71. The outlined "tasks" for site council are too large, it's impossible to make decisions on all the areas. Most site councils function as a group where school issues are given and little discussion takes place. Just a group where information is disseminated.
72. Training is what we should really be concentrating on.
73. A more clearly written idea of what our exact purpose is.
74. Wishing there was a way we could get more parents involved.
75. A chance to have site council have the power to decide issues.
76. Getting out more information to the community.
77. No concerns - we have a very active site council.
78. Incentives for community and parent involvement.
79. Meet more. Be more open to suggestions about improving the school physically.
80. More input from members of ideas or suggestions about school topics (ex. school lunch, safety, playground equipment, fund raisers).
81. More definitive goals.
82. Be more goal oriented and more community/parent involvement.
83. We have such good support in our building. I can't think of any changes at this time.
84. More definition - responsibilities, result from state board of education. New member training.
85. A definite schedule of responsibilities by the State Board of Education.
86. We are considering holding meetings in different places, i.e., churches within our community - to attempt to get more community involvement.
87. Even though we have a chair - the principals direct most items discussed. They just tell us about things. Since we have no power to affect things I guess we are just here to listen. More direction about what we are supposed to accomplish from the state, not the school.
88. Having parents pay more attention to their children and what goes on at their school!!
89. Greater sense of purpose. Unless if info/advisory only. Overall principal does excellent job of informing members of meetings and encouraging participation.

90. Regular attendance by members. Gain suggestions from parents and students as to ways to strengthen our school. Have the council be more involved in QPA, curriculum, and become an advocate in the schools for public education.
91. To feel we have reason to function, not just be a committee that has to be. I feel we discuss items that go no further than the council. We discuss, but can make no decisions.
92. Training.
93. It does what we need to do.
94. More communication coming from the parish priest to the council. A larger and younger population base that comprises the community that supports the school for more funding.
95. I can't think of any needed changes.
96. I would like to have informational packets sent to each site council member when they agree to serve that explains roles and responsibilities. Administration is good at explaining why things are done but not at changing or taking suggestion. Our meetings last 30-45 minutes 3 or 4 times a year. I understand why people do not feel it is important to attend meetings but we do struggle to get people there. Are we supposed to have any input or are we there solely to listen to administration run the meeting? I've been on the site council 6 years. I enjoy being a part of the school but I really have no idea what we are actually supposed to do. The board clerk has told me there is no written information available for council members. Could KSDE possibly put something like that together?
97. More involvement from other people, more interest.
98. Given more authority. Principals treat site council as a token - an image to project. They are not taken as a source or vote to get. Staff does and will proceed how they want and "inform" site council of their actions.
99. Money to implement facility improvements. More parent active involvement.
100. More direct work with the school district board.
101. We need a closer place to attend seminars. Topeka is too far!
102. We mostly do research on current "hot topics" to see if they would be a benefit to our school. Then we decide to pursue it with the board if it's beneficial.
103. More state funding so that we could spend our time working to improve our school system instead of constantly struggling to figure out ways to cut costs, do without, and how to fairly and equitably close neighborhood schools.
104. Let the community know about the site council so they can be more aware what it is and what we do.
105. Attending workshops.
106. More training - we are a very small school - our site council meetings are very informal. All members are very active in all types of activities for our school and community.
107. Informing other parents and community members that a site council exists and what they can do for the school and the community.
108. Getting more teachers and parents involved.
109. To get more parents and teachers involved.
110. More training. Better understanding of how the district views site councils. Are we really valued for our input?

111. Clearer budget. Minutes dispersed to faculty as well as members. Discuss next agenda at end of meeting and given to members prior to.
112. Our site council has always been just an informative event. No rules or definition of a site council have ever been provided. Clear cut guidelines and responsibilities of members would be a great place to start.
113. It would be nice to have the same people at each meeting. It would be nice for more patrons to attend to stay informed.
114. More information on what the school board is working on each month.