



AAPAC

African American Parent Advisory Council



Implementation Guide

AAPAC

African American Parent Advisory Council



Note: These Operating Procedures are based on the discussion and engagement of District Administration and the District African American Parent Advisory Council, and are to be used as a guide as we conduct our work. These operating procedures will be supported on a district level by a full time District FACE representative.

CONTENTS

District Support	2
Engagement Tips.....	3/4
- NAAPID (National African American Parent Involvement Day)	
District Office Support Directory.....	4
The Role of the African American Parent Advisory Council.....	8
AAPAC Mission, Vision & Goals	8
Representing Parent Voices to the Community and BCSD Staff.....	9
Roles and Expectations of AAPAC Members and Staff.....	9
AAPAC Elected Officers.....	11
Making Decisions Motions & Voting.....	13
AAPAC Meeting Schedule.....	13
Officer Nominating Process & Election.....	14



Doc Ervin
BCSD Superintendent

Deanna Clarke, Director
Extended Learning Programs

Dear School Administrators & Staff,

Welcome to the African American Parent Advisory Council Implementation Guide

Bakersfield City School District has a diverse student population. It is well documented that African American students have staggered academically, causing an achievement gap. In the effort of closing the achievement gap, we have created the opportunity for all schools within BCSD to have an African American Parent Advisory Council (AAPAC) on each campus.

The purpose of the AAPAC is to involve and engage the parents/caregivers of identified African-American students in the decision making process, leading to improve the quality of education for African American students. Our aim is to increase learning outcomes and promote an understanding among parents, educators, and others about cultural sensitivity relating to the education of African American students.

The goals of AAPAC are to engage, equip, and empower parents to advocate for the academic success of their children. This work will be driven by three principles:

- ★ Presence
- ★ Purpose
- ★ Progress

The principles will grow success in the following areas; Attendance, Literacy and a decrease in behavior outcomes.

This Implementation Guide gives you tools to establish a new AAPAC or enhance what you are already doing to engage families of African American students on your campus. The Guide includes [Google drive access](#) with simple tools and useful information.

This is an ongoing initiative and we will continue to add and enhance the content. We appreciate the contributions and feedback from all stakeholders, also to include the successes and opportunities for improvement of this important initiative.

Best Regards,

Candice Barry
FACE Representative

Family And Community Engagement Department, • Dee Dee Harrison, Coordinator

1300 Baker St. Bakersfield, CA, 93305 • (661) 631-4600 • Fax (661) 861-0458 • baryc@bcasd.com

District Support

A District FACE Representative staff member will support the site based AAPAC efforts for each school site. The District FACE Representative staff member provides administrative, program development, outreach, support, and staff inservice for school sites, and AAPAC members.

Among other duties, it is expected the District FACE Representative staff member will support the school site in:

- ***Articulating a compelling vision*** for African American family engagement and AAPAC development in BCSD.
- ***Develop and implement effective strategies for reaching out to parents who traditionally have not been involved in education policy and advocacy.***
- ***Coordinate the recruitment and orientation*** of new African American Parent Advisory Council (AAPAC) members.
- ***Design and lead*** workshops, training sessions, and social events for African American families to increase their involvement in and understanding of the school district's educational processes.
- ***Promote the academic success*** of African American students through direct contact and referrals to resources and support services available in BCSD.
- ***Expand and strengthen the DAAPAC & AAPAC's relationship*** with the Board of Education, district staff, parent networks, community groups and agencies serving BCSD families, also to include representing the DAAPAC & AAPAC in community meetings when appropriate.

We know you are already doing some great things to engage your students and parents, here are a few things to remember, or add to your customer service experience.

Creating a welcoming school climate for ALL students and families

- Provide a personal greeting and a welcome packet included in the enrollment packet for all parents enrolling/visiting the school, also to include a FACE Liaison services directory, important school contact information, school events & school calendar.
- Provide transportation and child care to enable families to attend school-sponsored, family engagement events.
- Provide staff with training to enhance their knowledge of best practices on how to engage and interact effectively with a diverse population of cultures.

Create learning opportunities for parents in various subjects such as strategies to support students learning in school and home, building positive family/school partnerships, among others;

- Provide workshops and materials for parents on typical development and appropriate parent and school expectations for various age groups.
- Print suggestions for parents that support learning at home for each grade level.
- Partner with local agencies to provide regular parenting workshops on nutrition, family recreation or communication.
- Have school personnel make home visits at transition points such as preschool to elementary, elementary to middle/Jr. High, and middle/Jr high to High school, to help families and students understand what to expect when they transition.

Support family/school communication by strengthening systems for timely communication using text message, email, phone calls, and classroom visits:

Establish effective school-to-home and home-to-school communication

- Provide printed information for parents on homework policies and on monitoring and supporting student work at home.
- Have teachers make personal contacts with families through email, phone calls, or home visits.
- Send home folders of student work weekly or monthly for parent review and comment.
- Clearly communicate school policies to all families in their home language.
- Establish formal mechanisms for families to communicate to administration and teachers as needed.

Engage community partners to create parent portals at local churches, community centers, etc. to increase parent accessibility to school related resources and information:

Connect students and families to community resources that strengthen and support students' learning and well-being.

- Through school-community partnerships, facilitate families access to community-based programs (e.g. health care and human services) to ensure that families have resources to be involved in their children's education.
- Establish school-business partnerships to provide students mentoring, internships and on-site experiential learning opportunities.
- Connect students and families to service-learning projects in the community.

Invite community partners to share resources at annual open houses or parent-teacher conferences.

ROLE OF THE AFRICAN AMERICAN PARENT ADVISORY COUNCIL

Bakersfield City School District established the District African American Parent Advisory Council (DAAPAC), as part of a district-led initiative to close the achievement gap and interrupt inequitable outcomes for African American students within the district. The following guide was written in collaboration with the DAAPAC team and district administration with the primary goal of sharing the responsibility towards the achievement of our young people and the engagement of our African American parent community.

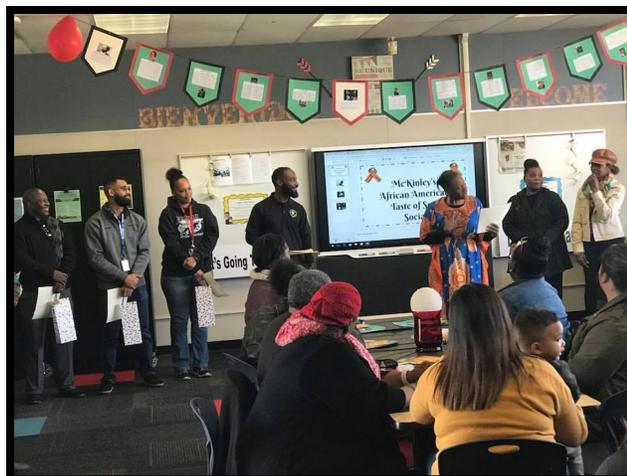
AAPAC MISSION

The African American Parent Advisory Council has established the following mission:

To Strengthen the relationships and engage parents & guardians of African American students to support ongoing cultural competence among the school community as well as foster a welcoming environment for schools and families to positively increase learning outcomes in attendance, literacy and socially.

The AAPAC prioritizes reaching out to engage parents who are not actively involved with or familiar with the school district, its systems, procedures, priorities, and resources. We strive to hear from families who traditionally have not been represented in education policy discussions to ensure that their voices are heard and their perspectives are reflected in these discussions and decisions. We accomplish our goals as an organization through our work in committees; this illustrates AAPAC's functional working unity. The AAPAC supports district initiatives to involve parents in school-site and district-level governance. AAPAC is a school site driven community and seeks to be a unifying voice for all parents, guardians, and loved ones of African American students.

The AAPAC will report and make recommendations to the School Site Council and the school site District African American Parent Advisory Council Representative.



REPRESENTING PARENT VOICES TO THE COMMUNITY AND BCSD STAFF

AAPAC members are strongly encouraged to participate in SSC and give site based AAPAC reports. Reports to SSC, will focus on the presence, purpose and progress the AAPAC will make towards the overarching goals of the council.

AAPAC members are encouraged to attend BCSD board meetings and stay for as much of the entire meeting as possible, because observing board meetings is a great opportunity to learn more about parliamentary procedures and opportunities across the district.

The AAPAC will meet once a month to provide parent and community perspectives to strengthen and make recommendations towards the school site's ongoing work. Selected members of DAAPAC & AAPAC will be encouraged to participate on other district advisory councils & committees to provide parent and community perspectives from parents of African American students to strengthen the district's ongoing work.

ROLES AND EXPECTATIONS OF AAPAC MEMBERS AND STAFF

Participation in monthly AAPAC meetings is open to all parents, guardians, and caregivers of African American children in BCSD. We particularly seek parent voice from school sites where our data shows African American students and families have the greatest level of need. At each meeting, schools will track attendance at AAPAC meetings and recognize individual parents that regularly attend.

Understanding the importance of tailoring our expectations based on population at every school site, enrollment and individual site needs will dictate the opportunity for sites with less than 20 African American students. Sites with less than 20 African American students may establish a less formal meeting opportunity in which parents or guardians, or both, of such pupils, constitute equal membership as formal AAPAC's.

Much like the School Site Council, AAPAC meetings are parent-led using (Robert's Rules of Order) parliamentary procedures. The AAPAC site-based team will be responsible for reaching out to families in between meetings, and maintaining in-person, phone, and digital methods for providing and sharing information. As the AAPAC grows, it will continue to define the responsibilities of membership, the benefits of membership and details of participation. AAPAC members will also engage with BCSD educators, community-based organizations, and faith-based institutions.

The school site is responsible for compiling a list of families of African American students to send personal letters and make personal phone calls to invite and ensure each family of African American students have been engaged and invited to participate.

The AAPAC monthly meetings are led by a team of parents and staff that have a desire to close the achievement gap, specific to each site, based on student population and specific school site needs. The AAPAC should be composed of parents and staff members at each school site. A quorum is reached with half plus one.

- One designated site based administrative staff person
- Teachers and/ or “other” school staff member

Student voice is encouraged and can be included at the junior high/middle school level. Individual site needs are addressed by the AAPAC committee and staff.

Members

Parent/Community Members

A parent is a person who is a mother, father, or legal guardian of an African American student attending a particular school, but who is not employed at the school attended by as the student.

Members chosen to represent parents may be employees of the school district so long as they are not employed at this school site.

A *community member* is defined as an adult who resides or spends the major portion of each work day within the attendance area of the school, and who is neither a regular day-school student, nor a parent, a member of the staff, administration, or classified staff of the school with which the council is affiliated.

Teacher Members

A teacher is defined as an employee of the school whose duties require him/her to provide direct instruction to the pupils for the full time for which he/she is employed.

“Other” School Personnel

Other school personnel are defined as a person who does not provide direct instruction to pupils for the full time for which he/she is employed. This category may include classified staff, non-classroom teachers, and administrative staff other than the principal.

The AAPAC elected officers and members are expected to:

- Attend and participate in AAPAC meetings, events, and project teams.
- Support the AAPAC's efforts to reach out to hear from families across the district.
- Be thoughtful about representing the AAPAC and support positions the AAPAC has agreed to.
- Be clear when representing AAPAC positions versus personal opinions, or when representing organizations other than the AAPAC (for example, your child's school or a community organization you also volunteer with)
- Outreach and communicate effectively to AAPAC members by following up and following through.
- Members that are actively serving on AAPAC are encouraged to be elected to serve on the DAAPAC at the end of the current DAAPAC member's term.

AAPAC OFFICERS

Annually, Officers will be elected in the fall for any vacant positions, and start service in the current school year for the remaining term.

The AAPAC traditionally shall have three elected officers who have specific responsibilities:

- Chairperson
- Vice Chairperson
- Secretary (*A school site representative may perform the responsibility of secretary*)

AAPAC officers meet as needed with AAPAC designated site based staff to strategize about the AAPAC's work and identify issues to bring to the whole group. Officers serve a two-year term, and no member may hold the position of Chair for more than two years in a row.

The AAPAC Chairperson is responsible for:

- Convening and chairing the AAPAC's meetings.
- Representing the AAPAC on the school site and recruiting other parents.
- Ensuring that the AAPAC is making progress to achieve its goals.
- Maintaining representation and staying connected to the DAAPAC vision & goals.
- Meeting with the AAPAC site based administrator/designee if necessary to plan meeting agendas.
- Help review and/or present proposals and reports to stakeholders
- Communicate with other AAPAC members to support their efforts

The AAPAC Vice Chairperson is responsible for:

- Representing the chairperson in assigned duties
- Ensuring that the AAPAC is making progress to achieve its goals
- Help review and/or present proposals and reports to stakeholders
- Communicate with other AAPAC members to support their efforts
- Substitute for the chairperson or secretary in his or her absence

The AAPAC Secretary is responsible for:

- Taking notes during each AAPAC meeting that reflect the presentations, discussions, and decisions considered during the meetings.
- Ensure that the vice chair or participating staff member will take notes during the AAPAC meeting if the secretary is not available.
- Share minutes from previous meetings at the start of each meeting.
- Call for a consensus for recommendations on presented positions and documents

It shall be the duty of the DAAPAC representative to be present at the AAPAC meetings and serve as a liaison between AAPAC & DAAPAC. At the end of a DAAPAC Representatives two-year term, members of AAPAC shall appoint/select a new DAAPAC Representative for the following school year.

Elected Officer Nomination Process

Ensure that the Secretary is recording Minutes – minutes must be taken at every AAPAC meeting. It is especially important to have a thorough record of what transpired during the nomination process. If the secretary is not available, a parent member should be selected to take minutes.

Welcome –

Once all parents have signed in and assembled in the room, welcome members and emphasize the essential role an effective AAPAC plays in the development of a strong school district community.

Quorum –

Seek representation by at least half plus one of the AAPAC body. In the absence of a quorum, an AAPAC cannot conduct nominations for AAPAC Officers.

A quorum is defined as half members + 1.

Open Nominations –

Nominated committee members should be introduced and their names should be recorded in the minutes. Announce the names of all candidates who have been nominated prior to the election.

Remind members that they can nominate themselves or someone else.

Remind members that they can only hold one elected office.

Request nominations for each position one at a time.

Be sure to read the duties of office for each position as provided in the operating guide prior to accepting nominations.

(i.e., “We will now accept nominations for the position of Chair. The Chair shall preside at all meetings of the association and...”).

Be sure that the secretary is recording the correct spelling of the names of all candidates.

Close Nominations:

Call for nominations a total of three times for each office before announcing the official close of nominations and moving on to the next office.

Announce that once nominations are officially closed, no additional candidates may be added to the ballot the day of the election.

Please see the appendix for detailed instructions on conducting an election meeting.

MAKING DECISIONS

General Consensus Procedures

Members must come to a consensus for recommendations to the SSC. Votes are allowed only for the selection of elected officers, this will take place at AAPAC monthly meetings. All items eligible for a consensus for SSC recommendation will be made available to the AAPAC prior to the monthly meeting at which point a consensus may be reached for recommendation to SSC. Any parent, guardian, or caregiver of an African American child present at a meeting is eligible at the time of coming to a general consensus.

AAPAC consensus for recommendations follow “Robert’s Rules of Order.” In this process, a proposal is suggested by an AAPAC member as a “Motion” for the AAPAC to adopt. The Motion needs to be seconded by another AAPAC member. More discussion about the motion can follow, and then the Chair calls for a consensus for recommendation.

AAPAC MEETING SCHEDULE

The AAPAC will meet once a month during the school year, with a minimum of four to five meetings in a year. AAPAC meetings generally occur on the same day of the same week per month (ie: on the third Thursday of each month) dates will be adjusted when they conflict with holidays or pre-arranged conflicting events.

The AAPAC's chairperson and/or principal may request topics/items for the agenda, and the items should be brought forward to the principal at least a week before the meeting in order for those items to be considered for the agenda.

The agenda should be posted 72 hours prior to the meeting date in the general vicinity of parents. Meetings are to be held at a minimum of one hour and a maximum of two and a half hours in length.

The site based AAPAC team will provide a snack and childcare on an as needed basis. AAPAC members should suggest other ways to support participation, or to request specific support they need.

We encourage all AAPAC & DAAPAC events and meetings to be promoted to the school site's African American families through all methods parents best receive communication.

Communication Examples; personal outreach, school marquee, remind.com, class dojo, robo call.

Conducting an Election Meeting for New Officers

Parent nomination and elections:

Any parent, guardian, or caregiver of an African American child present at a meeting at the time of the vote, is eligible to make a nomination and vote for AAPAC officers during meeting elections.

The first AAPAC election must take place before the first DAAPAC meeting of the school year. Officer nominations shall take place at the first official AAPAC meeting.

Voting Rights for election

Each member is entitled to one vote and may cast that vote for the final selection of officers. Absentee nor phone-in ballots shall be permitted. Voting by proxy is not permitted.

Termination of...

1. Any elected officer may terminate his or her position as an elected officer by

verbally stating resignation to the council.

2. Any elected officer may be terminated due to excessive absences (3 consecutive missed meetings is considered excessive absences).

3. The council may, by affirmative vote by two-thirds of the members present and voting, suspend or expel an officer.

Transfer of..

Officers on the council may not be assigned or transferred.

Vacancy

Any vacancy on the council occurring during the term of a duly elected officer shall be filled by the next coming meeting by voting on a candidate from the previous election or by regular election if the candidate list is exhausted. Replacement officer(s) will fill the remainder of the term of the vacant seat.

Creating a welcoming school climate for ALL students and families

We know you are already doing some great things to engage your students and parents, here are a few things to remember, or add to your customer service experience.

- Provide a personal greeting and a welcome packet included in the enrollment packet for all parents enrolling/visiting the school, also to include a FACE Liaison services directory, important school contact information, school events & school calendar.
- Provide transportation and child care to enable families to attend school-sponsored, family engagement events.
- Provide staff with training to enhance their knowledge of best practices on how to engage and interact effectively with a diverse population of cultures.

Create learning opportunities for parents in various subjects such as strategies to support students learning in school and home, building positive family/school partnerships, among others;

- Provide workshops and materials for parents on typical development and appropriate parent and school expectations for various age groups.
- Print suggestions for parents that support learning at home for each grade level.
- Partner with local agencies to provide regular parenting workshops on nutrition, family recreation or communication.
- Have school personnel make home visits at transition points such as preschool to elementary, elementary to middle/Jr. High, and middle/Jr high to High school, to help families and students understand what to expect when they transition.

Support family/school communication by strengthening systems for timely communication using text message, email, phone calls, and classroom visits:

Establish effective school-to-home and home-to-school communication

- Provide printed information for parents on homework policies and on monitoring and supporting student work at home.
- Have teachers make personal contacts with families through email, phone calls, or home visits.
- Send home folders of student work weekly or monthly for parent review and comment.
- Clearly communicate school policies to all families in their home language.
- Establish formal mechanisms for families to communicate to administration and teachers as needed.

Engage community partners to create parent portals at local churches, community centers, etc. to increase parent accessibility to school related resources and information:

Connect students and families to community resources that strengthen and support students' learning and well-being.

- Through school-community partnerships, facilitate families access to community-based programs (e.g. health care and human services) to ensure that families have resources to be involved in their children's education.
- Establish school-business partnerships to provide students mentoring, internships and on-site experiential learning opportunities.
- Connect students and families to service-learning projects in the community.

Invite community partners to share resources at annual open houses or parent-teacher conferences.

Make National African American Parent Involvement Day a Priority!

National African American Parent Involvement Day (*2nd Monday in February*) is an opportunity for parents to visit their child's school throughout the school day. Here are a few ideas to keep parents and guests engaged.

- Provide a welcoming committee (preferably students to assist)
- Provide, breakfast to-go and/or lunch for parents and guests
- Provide a lounge area for parents or hospitality room with refreshments, guest sign-in sheets and name badges
- Present helpful information about your school and tell them how they can become more involved, as parents
- Provide brochures about your school, sign-up sheets for school committees, site council. AAPAC and other opportunities for parents to share ideas
- Provide presentations and display by staff, students and local artists from the surrounding school community
- Provide culturally relevant materials and book displays
- Host parent tours of the school with visits to classrooms. Provide extra chairs for seating and activities to involve parents
- Display bulletin boards and visual displays of African American historical contributions (poetry, literature, fiction, pictures, artwork, and posters)

African American Parent Advisory Council Support Directory

Brandon Ware

Curriculum & Instruction Coordinator

wareb@bcsd.com

661-631-4778

Kotanya Kimbrough

FACE Instructional Specialist

kimbroughk@bcsd.com

661-631-4510

Dee Dee Harrison

FACE Coordinator

harrisonj@bcsd.com

661-631-4793

Candace Barry

FACE Representative

Barryc@bcsd.com

661-631-4513