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PREFACE

This document reports the work performed by the Institute for Defense Analyses for the Director, Department of Defense Education Activity in partial fulfillment of the task entitled "Assessment of DoD Education Activity Programs and Operations."

This report would not have been possible without the time that 463 individuals so willingly gave during 116 interviews. This included many military leaders, parents and educators throughout the world. Their honest and candid comments and opinions were instrumental in ensuring that the assessment was focused on what was most important to all concerned: that parents are involved in their children's education. Appreciation is also extended to the many people who helped to coordinate the installation and school visits.

Within IDA, this report was reviewed by Mr. Bob Graebener, Dr. Terry Heuring, Dr. Bill Knarr, and Mr. Ron Krisak. Their comments and suggestions are gratefully acknowledged and improved the quality of the report.

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SUMMARY

A. BACKGROUND

The Department of Defense Education Activity (DoDEA) provides education to more than 105,000 eligible Department of Defense (DoD) military and civilian children, from preschool through grade 12 in 224 schools located in the United States and overseas. It oversees the Department of Defense Dependent Schools (DoDDS) (the overseas school system) and the DoD Domestic Dependent Elementary and Secondary Schools (DDESS) (the stateside system).

During school year (SY) 98–99, there was a significant level of discontent among parents and military leaders about the quality of education in DoDDS-Europe. One of the concerns was the parents' feeling that nobody was listening to them when they tried to participate in decisions that affected their children's education. In June 1999, the Commander, United States Air Force Europe (USAFE) raised the issue of testing a school board concept in Europe. The Office of the Secretary of Defense (OSD) approved the request in August 2000 and provided "Guidelines for the Establishment and Operation of the School Board Test in USAFE."

In September 2001, the Director, DoDEA requested that the Institute for Defense Analyses (IDA) conduct an independent assessment of the USAFE School Board Test Program that had been established at six locations in Europe. The purpose was to determine whether the school board program provided an improved way for parents to voice concerns about their children's education.

This assessment is based on interviews with DoDEA stakeholders, a review of relevant documents, and quantifiable analysis. From December 2001 to April 2002, 116 individual and small group interviews were conducted with 463 military leaders, parents, administrators, and teachers at installations in the Continental United States (CONUS), Europe, and the Pacific to gather information about advisory organizations in DoDDS and DDESS. Analysis was done using objective and subjective data gathered about DoDEA organizations and Local Educational Agency (LEA) School Boards. This assessment is based not only on what has happened at those USAFE installations testing

the school board concept, but also on a comparison with the existing system in DoDDS and DDESS.

B. COMMITTEES, COUNCILS, AND BOARDS

School Advisory Committees (SACs) and Installation Advisory Committees (IACs) were established to encourage participation in school affairs by members of the school and military community and to provide a coordinated process to address and resolve issues at the lowest practical level. The SAC makes recommendations and advises the principal on matters related to school policies, instructional programs, resources within the school, pupil services, student standards of conduct, and policies and standards related to those areas. The IAC makes recommendations and advises the installation commander on matters related to administrative and logistical support that the military provides to the schools on that installation. Since 1999, most installations have hired a School Liaison Officer (SLO), a full-time civilian who serves as a liaison between the school principals and the installation commander.

Higher level advisory councils promote communication and problem-solving among school administrators, military leaders, and local advisory committees. The councils discuss and resolve issues that affect the educational and support environment.

In the USAFE School Board Test Program, the school board replaces the IAC at each of the six communities that have two or more schools. Each school retains a SAC. All the school board members are elected parents of students, whereas IAC members are an elected parent and teacher representative from each SAC on the installation. In the school board test, the district superintendent is required to attend the school board meeting. The school principals and the installation commander also attend the meetings, just as they do where there is an IAC. Similar to the IAC, the school board makes recommendations and advises the installation commander regarding support provided by the military Services to dependent schools serving that installation. The school board can also make recommendations to a school principal (through the SAC) and the district superintendent. The school board is an advocate for the parents. The major difference between any LEA School Board and a DoDEA School Board relates to decision-making authority. LEA School Boards make decisions related to all aspects of school operations within the school district. The school boards in DDESS "participate in the development and oversight of fiscal, personnel, and educational policies, procedures and programs" and "review and monitor (oversee) school expenditures and operations." The IAC in DoDDS

and the school board in the USAFE School Board Test Program "make recommendations and advise the installation commander."

C.   ASSESSMENT AND CONCLUSIONS

In an effort to provide an improved way for parents to influence school-system decisions, USAFE replaced IACs with school boards at installations that have two or more schools. A measure of how much the school boards have accomplished should be based on an improvement in the quality of education and student achievement and greater parental involvement. For 2 years, USAFE military leaders, parents, and educators have devoted considerable effort in implementing the school board program. The enthusiasm and support by all stakeholder groups is commendable.

To measure the school board's success in improving educational quality and student achievement, a prolonged study is required. However, the types of issues that the USAFE School Boards addressed are the same types of issues that were addressed and are still being addressed within the existing committee and council system in DoDDS. Therefore, the United States Army Europe (USAREUR) and the United States Navy Europe (USNAVEUR) did not see a need to change the existing system and thought more effort should be focused on making it work. Before the initiation of the USAFE School Board Test Program, significant educational issues were forwarded through the military chain of command or the education chain of command—or were forwarded simultaneously—and were addressed favorably by DoDEA and OSD. Other issues are still being worked at various levels within DoDEA. While the school boards did address some educational issues, most of the issues that were addressed focused on installation support and issues that were primarily relevant to the installation or community involved. These are important issues that could have been worked within the existing system.

Within DoDDS, a comprehensive system of educational advisory committees and councils begins at the school level, extends through the educational and military chains of command, and culminates with the Assistant Secretary of Defense (Force Management Policy) (ASD(FMP)). Although parents are excluded from making decisions affecting their children's education, they have the opportunity to serve as members on several of these committees and councils. In addition, they have direct access to the teachers and the principal at their children's school, the SLO and installation commander where they are stationed, and their SAC and the IAC. They can also raise issues during town hall

meetings and through e-mails and letters to numerous individuals, who can subsequently address the issue or direct it to the correct person or office.

The military leaders recognize, encourage and support the need for parents to be involved in their children's education. Based on USAFE data, parental attendance at SAC and IAC meetings increased 245 percent between SY 98–99 and SY 99–00, before the initiation of the school board test. The creation of school boards at the six test installations increased actual direct involvement by 49 percent. This was accomplished by replacing the IAC, which had an equal number of parents and teachers elected from the SAC they represent, with a school board, which was comprised only of parents elected from the community. Only a few parent issues are raised at the school board meetings because most of these issues are resolved at the school level. Parents normally do not attend these meetings unless they have a particular concern they want to address or issue on which they want to influence the outcome. At some installations, getting parents to run for a position on a SAC or school board is difficult. Parents know and use the chain of command in the school. They take their concerns to the teachers and/or principal or address them to the SAC. If they are not satisfied with the action taken, they know they can address the issue to the commander, SLO, or district superintendent, as appropriate. Parental participation in voluntarily attending school board meetings vs. their participation in SAC and IAC meetings has not increased. Parents who want to be involved are involved, and they participate in several levels of advisory organizations.

A USAFE School Board serves the installation/community, not the school district. It is responsible for making recommendations and advising the installation commander; however, they can also make recommendations to the principal (through the SAC) and to the district superintendent. The school board accepts issues from a SAC or from parents, but confusion exists about accepting issues applicable only to one school. In addition, when a SAC or principal has an educational issue, it can be forwarded to the school board and the District Advisory Council (DAC). This is duplicative and causes confusion. If the procedure is changed to require all educational issues to go through the school board, this additional layer of review delays the process. A superintendent who is required to attend numerous school board meetings is only getting input from an installation rather than the district, even though he/she has a DAC to assist in assessing district-wide educational issues. In DoDDS, the principals routinely interface with the installation commander, but, in DDESS, the district superintendent does that. In DDESS, the school board works directly with the superintendent, and it represents not only the school district, but also the

community. If a USAFE School Board serves an installation, there is no need for a superintendent to attend the meetings. The time required to attend all meetings detracts from the superintendent's ability to be the instructional leader of the school district.

Each community needs a forum to focus on school issues. Each DoDDS school has a SAC, as required by law, to advise the principal on school issues. All stakeholder groups stated that the SAC provides a very important function: solving issues at the lowest level, which is where most issues and concerns are addressed and resolved. These stakeholder groups also support having parents and teachers directly involved as partners in the process. The parents and teachers respect each other's position and appreciate seeing an issue from another perspective. Improving schools to improve student achievement is being accomplished by involving parents and teachers in decisions that impact directly on the school and the students. In DDESS, the school board meets monthly so issues and concerns can be addressed in a timely manner, just as they are with a SAC.

The introduction of a full-time SLO over the past 2 to 3 years at most DoDDS and DDESS installations and on most higher level staffs has facilitated timely resolution of issues related to administrative and logistical support problems. The SLO is the liaison between the principal and installation commander and attends all SAC, IAC, and school board meetings. The SLO is frequently in the schools, is known by the parents, and works closely with the commander and his/her staff. The SLO facilitates the resolution of issues by the commander and his/her staff without waiting for a scheduled IAC meeting. Most of the SLOs have gained the confidence of all stakeholder groups and perform their duties in an outstanding manner.

Stakeholders do not have a problem with the inability of any advisory organization to make decisions as opposed to making recommendations and providing advice (SAC/IAC/USAFE School Board) or participating in the development and oversight of policies, procedures, and programs (DDESS). Military leaders and administrators should retain the decision-making authority because they are responsible for the decisions and are held accountable. The relationship established between the leader and the advisory organization is the key to success. A spirit of cooperation and collaboration, a willingness to listen to all sides of the issue, and a supportive and positive attitude will enable that organization to make a difference in the education of children and in the support they receive. Some installation commanders and principals have assumed the leadership role in an IAC or SAC, but they must let the system work and allow the elected leader of the organization to be in charge.

Although there may be name recognition with the term "school board," as opposed to SAC or IAC, training is still required so that member parents understand what the organization can and cannot do. No educational advisory organization in DoDEA has the powers of an LEA School Board. The training that school board members receive focuses primarily on the content of the governing documents. Additional training is required on conducting an effective meeting, building a team, collaborating, and resolving conflicts. Members should receive training related to the status of ongoing and new initiatives being worked within DoDEA and any significant changes that will affect the school or district in the coming year. This type of training is even more critical within DoDEA because of the constant turnover and limited tenure of its members Better training and more standardization of training must be provided for members of school boards, SACs, and IACs. Quality training at the beginning of the school year will result in effective meetings that will improve school operations.

The parents of all students need to be educated continuously because of the continuous rotation of military personnel and their families. This is a challenge primarily for the principals because it takes time; however, in the long run, it is time well spent and is important to the success of their school. The schools generally do a good job disseminating information through numerous means, but many parents do not take time to read the material. Parents do not understand the system [e.g., how issues and concerns are handled, even though this process is usually included in the parent handbook, explained at Parent-Teacher-Students Association (PTSA) meetings, and so forth]. Educators must be willing not only to explain policies and procedures, but, more importantly, the rationale for why things are the way they are. Therefore, the educators must also understand the rationale for decisions and changes. Parents also need to be better educated about the SAC and IAC purpose and process. They need to know the responsibilities and limitations of these organizations, when and where these organizations meet, how they can become a member, and how they can present an issue or concern.

The time, date, and location of school board, SAC, and IAC meetings have to be announced publicly at least 1 week in advance. However, the meeting agenda does not have to be announced publicly. The agenda is required to be available in the office of each school, the district superintendent, and the installation commander at least 1 week before the meeting. Providing the agenda along with the announcement of the meeting would allow parents to know what issues will be addressed or what presentations will be made at the school board meeting and give them an opportunity in advance to decide

whether they want to attend because of an interest in the issues or presentations. Meeting minutes are not readily available to the parents or other interested stakeholders. They must make an effort to obtain a copy of the minutes. The meeting minutes should be widely disseminated so all stakeholders know the issues and concerns, the actions being taken, and the status of programs and projects.

The purpose of the councils, committees, school boards, and schools officers is to promote communications and problem-solving among school administrators, military leaders, and local advisory groups. Leaders must be willing to listen, to understand concerns, to act on recommendations and advice, and to provide feedback. If a recommendation is not accepted, a good reason and an explanation should be provided. If parents and teachers feel that they are making a difference and if the educational and military leaders are working with them, the process will be successful. If the councils, committees, and school boards function properly, they can be a powerful force in improving the quality of education in the DoDEA school system.

D. RECOMMENDATIONS

- Discontinue the USAFE School Board Test Program

- Maintain the SAC, IAC, and DAC system in DoDDS and school board system in DDESS

- Require issues sent by a principal to a DAC or an IAC to be endorsed by a SAC to ensure broad support from parents and teachers

- Ensure that all leaders adhere to the established timelines for processing recommendations and guidance for informing the committee that made the recommendation on the status thereof

- Continue to educate parents on how they can be involved effectively in their children's education

- Develop standardized and comprehensive training packets for use in training advisory organizations

- Have the principal at DDESS installations that have only one school represent the superintendent at school board meetings

- Review and update all school and district websites to ensure current and correct information is posted

- Review, update, and consolidate all documents that govern the operation of committees, councils, and boards.

I. BACKGROUND

The Department of Defense Education Activity (DoDEA) is a field activity operating under the direction, authority, and control of the Deputy Assistant Secretary of Defense (Military Community and Family Policy) (DASD(MC&FP)). He reports to the Assistant Secretary of Defense (Force Management Policy) (ASD(FMP)), who, in turn, reports to the Under Secretary of Defense (Personnel and Readiness (USD(P&R)). DoDEA provides education to eligible DoD military and civilian dependents from preschool through grade 12 at sites in the United States and overseas.

DoDEA consists of an overseas school system [the Department of Defense Dependent Schools (DoDDS)] and a stateside system [the DoD Domestic Dependent Elementary and Secondary Schools (DDESS)]. DoDDS is further subdivided into three areas [Europe, Pacific, and America (Cuba)], with schools located in 14 countries. DDESS is located in seven states, Puerto Rico, and Guam. See Table I-1.

Table I-1. DoDEA Composition, School Year (SY) 01–02
(Enrollment as of 30 September 2001)

	Headquarters	Districts	Schools	Enrollment
DoDDS		10	155	73,663
Europe	Wiesbaden, Germany	6	115	48,954
Pacific	Okinawa, Japan	3	39	24,379
America	Guantanamo Bay, Cuba	1	1	330
DDESS	Peachtree City, GA	11	69	32,523
DoDEA	Arlington, VA	21	224	106,186

A. IMPROVING PARENTS' ABILITY TO INFLUENCE SCHOOL-SYSTEM DECISIONS

During SY 98–99, there was a significant level of discontent among parents and military leaders about the quality of education in DoDDS-Europe. One of the concerns was the parents' feeling that nobody was listening to them when they tried to participate in decisions that affected their children's education. The Commander, United States Air Force Europe (USAFE) thought that perhaps the existing advisory committee system was not working effectively. Since parents were familiar with school boards in the United States, it was thought that this type of system would result in more input to decision-making than the current DoDDS system.

In June 1999 at the United States European Command (USEUCOM) Component Commanders Conference (CCC), the Commander, USAFE raised the issue of testing a school board concept in Europe. The other component commanders did not see a need to change the existing system and thought more effort should be focused on making it work. At the CCC in September 1999, the Commander, USAFE briefed a European School Board concept and proposed that USEUCOM seek Department of Defense (DoD) approval to conduct a 1-year test of the school board concept at USAFE installations during SY 00–01. The primary objective was to improve the parents' ability to influence school-system decisions.

The Commander, USEUCOM and the component commanders endorsed the concept of a USAFE School Board Test Program. In March 2000, USAFE submitted a memorandum to USEUCOM, with revised "Guidelines for the Establishment and Operation of the School Board Test in USAFE." This proposal was forwarded to ASD(FMP) and was subsequently approved in August 2000, with minor revisions to the guidelines. The test was to be conducted for a 2-year period during SY 00–01 and SY 01–02. School boards would replace Installation Advisory Committees (IACs) on USAFE major operating bases that had more than one school: Ramstein Air Base (AB) and Spangdahlem AB, Germany; Royal Air Force (RAF) Lakenheath and RAF Alconbury, England; Aviano AB, Italy; and Incirlik AB, Turkey. At the end of SY 01–02, the Commander, USAFE and the Deputy Director, DoDEA for DoDDS-Europe are to make recommendations to the Commander, USEUCOM and the Director, DoDEA concerning the establishment of permanent school boards, revisions, or alternative actions.

In September 2001, the Director, DoDEA requested that the Institute for Defense Analyses (IDA) conduct an independent assessment of the USAFE School Board Test Program that was established at six locations in Europe. The test program was to be evaluated against the current IAC system used throughout the remainder of DoDDS and the school board system used in DDESS. The assessment should determine if the school board program provides an improved way for parents to voice their concerns about their children's education. Based on the conclusions, IDA should make recommendations about the test program and any changes that should be made to the existing IAC and school board systems.

B. ASSESSMENT APPROACH

This assessment is based on interviews with DoDEA stakeholders, a review of relevant documents, and quantifiable analysis.

1. Interviews

Interviews were essential for gathering information about actual practices and perceptions related to the operation of school boards, IACs, School Advisory Committees (SACs), and District Advisory Councils (DACs) in DoDDS and school boards in DDESS. An extensive number of interviews were conducted with military leaders, parents, administrators, and teachers.

a. Interview demographics

From December 2001 to April 2002, 116 individual and small group interviews were conducted with 463 people at 20 Air Force, Army, Navy and Marine Corps installations in the Continental United States (CONUS), Europe, and the Pacific. Installations, schools, and individuals were selected to ensure that the interviewer would receive input from a representative sampling of all stakeholders. This would help to ensure that subsequent analysis of issues and a particular group or location did not influence concerns. After the interviewer selected a location, the details of the visit and interviews were coordinated through district superintendents and school liaison officers (SLOs). Everyone was helpful and accommodating during this process. The interviewer felt that the interviewees provided objective thoughts and information about all issues and concerns. They all realized the importance of the study and supported the need for parents to be involved in their children's education.

The 31 military and civilian leaders and 19 SLOs who were interviewed represented all the Services. A total of 162 parents were interviewed, 35 of whom are also military members. Among the parents, 38 are serving on school boards, 50 are serving on SACs, and 74 are serving on neither but are actively involved in the schools their children attend. These parents had 338 children enrolled in all grades of DoDEA schools. Immediately before their current assignment, they had come from 27 different states and 11 different countries. The 110 administrators included principals, assistant principals, superintendents, assistant superintendents, representatives of district offices, and key personnel in DoDEA, DDESS, DoDDS-Europe, and DoDDS-Pacific headquarters. The 141 teachers interviewed included 46 who are serving on SACs and 15 who are union

representatives. Sixty-nine percent of the DoDDS teachers had taught at more than one installation and 98 percent of them had taught in CONUS.

Table I-2 summarizes the interviews by location, number of interviews conducted, and categories of people interviewed.

Table I-2. Overview Demographics of Interviews Conducted

Location	# Interviews	# People	Stakeholder Group					
			Mil Ldrs	Civ Ldrs	SLO	Parents	Admin	Teachers
Germany	36	188	10	5	14	64	33	62
Italy	15	81	1	1	2	35	12	30
England	22	78	9		3	32	10	24
Korea	1	2					2	
Okinawa	2	2					2	
CONUS	40	112	5			31	51	25
Total	116	463	25	6	19	162	110	141

Table I-3 summarizes the school districts visited and number of schools represented during the interviews. The 68 schools represented during the interviews included a wide range in terms of student enrollment and grade composition. The communities visited had from 1 to 11 schools.

Table I-3. Districts and Schools Visited or Represented During Interviews

Area	District	# Schools
DoDDS-Europe	5 of 6	44 of 115
	Isles	8 of 16
	Brussels	5 of 13
	Kaiserslautern	15 of 15
	Heidelberg	8 of 37
	Mediterranean	8 of 20
DDESS	5 of 11	24 of 69
	Ft. Benning	7 of 7
	Ft Campbell	3 of 8
	Ft. Bragg	5 of 9
	Camp Lejeune	8 of 8
	Alabama/Robbins	1 of 4

Appendix A, Tables A-1 through A-5, contain additional demographic details about the interviews. These tables include more details about the military leaders, the SLOs, the parents and their involvement with the schools, the administrators and other individuals, the teachers and union representatives, and the number of interviews conducted at each location.

b. Interview Process

At the beginning of each interview, the purpose of the IDA study and the manner in which the interview would be conducted was explained. Although each interviewee may have a personal interest in and biases about the topics, he/she had to be as objective and open-minded as possible during the interview. The focus was on understanding how well the particular system they were using (i.e., school board or IAC) was meeting the community's needs. The interviewees also understood it was their assessment (facts, opinions and perceptions) that was important.

Only the interviewee(s) and the interviewer were present during the interview, and all interviews were for nonattribution. The interviewer took detailed notes, but the sessions were not tape-recorded. A general list of questions was used for the interview, but no survey was administered. In many cases, an interviewee would comment about a topic that had not been mentioned in a previous interview, and further discussion ensued. Most interviews lasted 1 hour. Following all the interviews, the comments were reviewed to determine the consistency—or lack of it—between and within the various groups of stakeholders. While the interviewees' perceptions are just as important as their knowledge of the facts, it was necessary to distinguish between perception and fact and ensure that subsequent analysis focused on the facts.

Appendix B summarizes the interviews, which are organized by the major topics discussed. While the summary may contain some comments that are incorrect, these comments are still provided so the reader can assess the extent to which misperceptions exist. The interviewees' comments are addressed in the assessment paragraphs. The summary of each topic indicates the general thoughts and opinions of each stakeholder group. It reflects positive and negative comments, many of which, in the opinion of the interviewer, are insightful. The interview summary should be considered along with the assessment before deciding what action to take about the future of the USAFE School Board Test Program.

2. Document and Data Analysis

An effort was made to gather and analyze as much factual data as possible so that recommendations could be developed on objective and subjective information. There is considerable literature and numerous studies about school district and school governance; however, because school boards in Local Educational Agencies (LEAs) have a much different mission and far broader powers than school boards in the USAFE School Board

Test Program or DDESS, finding comparative data was difficult. Information about LEA School Boards is provided to permit a better understanding about the similarities and differences between USAFE and DDESS School Boards and LEA School Boards.

Results of analyses and comparisons of objective and subjective data between DoDDS IACs, and school boards in USAFE, DDESS and other school systems are found in the appropriate sections of this document. The analysis is based on objective data [e.g., governing laws, DoD Directives (DoDDs) and DoD Instructions (DoDIs)], subjective data, or a combination of both, depending on data availability and applicability to the topic being addressed. In cases where there were no data to compare or data were not readily available, analysis was done using DoDEA data in such a way that appropriate conclusions and recommendations could be made.

C. ORGANIZATION

Section II presents information about the committees and councils that currently exist in DoDEA, and the school boards in USAFE, DDESS, and LEAs. Knowledge of these councils, committees, and boards is essential for a better understanding of the assessment.

Section III presents an assessment of the USAFE School Board Test Program, as compared with the DoDDS IAC system and the DDESS School Boards. It incorporates the interview results and a discussion of various factors that impact the assessment.

When interview results are provided, these results are intended to show what is important to the stakeholders and to allow the reader to hear the viewpoints of the various stakeholder groups and to see where there was agreement or disagreement and confusion or understanding. The interview results also provide additional insights into the complexity of the issues (i.e., the perceptions or facts related to various aspects of the issue). No attempt was made to substantiate all the statements or assertions in the summary of interviews, although clarification of misperceptions is provided where appropriate.

The analysis of objective and subjective data is used to provide unbiased and accurate assessments of the issues. Additional details in referenced appendixes supplement the analysis presented in the body of this document.

Section IV contains the conclusions and recommendations.

II. COMMITTEES, COUNCILS, AND BOARDS

A.   THE COMMITTEE AND COUNCIL SYSTEM IN DoDDS

The councils and committees are established by law and implemented through a DoDD, DoDI, and a DoDEA policy memorandum.[1] Figure II-1 is a schematic of the current council and committee relationships with DoDEA/DoDDS administrators and commanders, based on organizational and operational relationships in the applicable DoD and DoDEA directives.

SACs and IACs were established to encourage participation in school affairs by members of the school and military community and to provide a coordinated process to address and resolve issues at the lowest practical level. The SAC makes recommendations and advises the principal on matters related to school policies, instructional programs, resources within the school, pupil services, student standards of conduct, and policies and standards related to those areas. The IAC makes recommendations and advises the installation commander on matters related to administrative and logistical support that the military provides to all schools on that installation. The DoDDs allow the SAC and IAC to form standing or ad hoc committees and subcommittees to address specific goals and objectives and review specific areas of responsibilities.

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[1]   United States Code (U.S.C.), Title 20, Section 928, establishes the requirement for SACs and for advisory committees at any installation or overseas area that has more than one DoDDS school. U.S.C, Title 20, Section 929, establishes the requirement for the Advisory Council on Dependents' Education (ACDE). DoDI 1342.15, *Educational Advisory Committees and Councils,* dated March 27, 1987, provides "objectives, policies, responsibilities, and procedures regarding School Advisory Committees (SACs), Installation Advisory Committees (IACs), Component Command Advisory Councils (CCACs), Theater Education Councils (TECs), and the Dependents Education Council (DEC) for the overseas school system operated by DoDDS." DoDD 1342.6, *Department of Defense Dependent Schools*, dated October 13, 1992, implements the ACDE. DoDEA Admin Instruction 1305.1, *DoDEA Superintendent's Advisory Councils,* dated May 18, 1999, establishes a "superintendent's advisory council at each area and district level to parallel the district and theater advisory committees established by DoDI 1342.15." (**Note:** The documents refer to DoDDS regional directors and DoDDS Director. An assumption is made in this study that those positions now refer to the Deputy Director, DoDEA for DoDDS-Europe/Pacific, and Director, DoDEA, respectively.)

**Figure II-1. Committee and Council Relationships With
Administrators and Commanders**
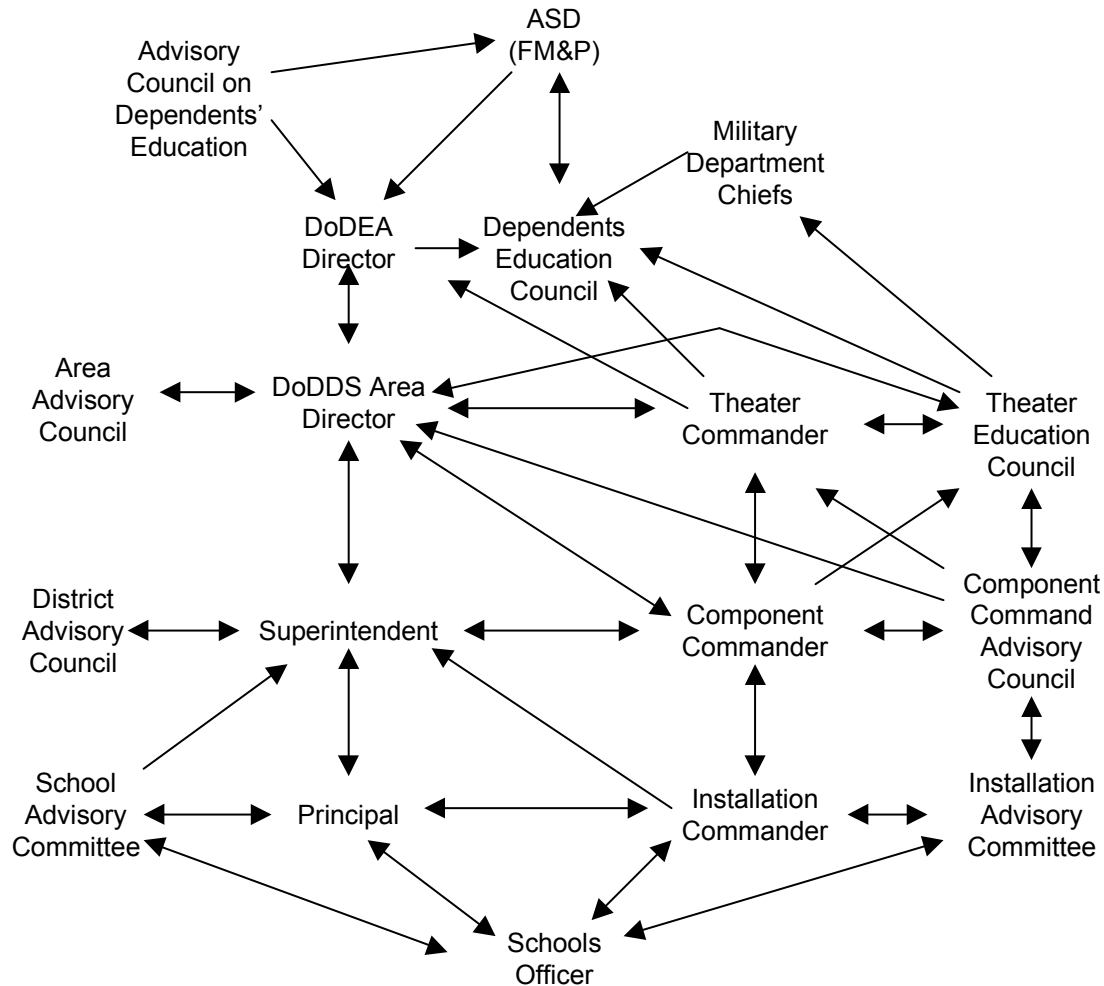
An installation commander is required to appoint a staff member to serve as the installation's Schools Officer (SO)[2], usually referred to as the SLO, or School Liaison Officer. The SLO serves as a liaison between the school principals and the installation commander. His/her primary function is to assist the principals and installation commander in ensuring that adequate military administrative and logistical support is provided to the schools. In the past, this was normally an additional duty, but, since 1999, most of the installations have hired a full-time civilian to be the SLO. He/she attends all

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[2] DoDD 1342.6-M, *Administrative and Logistic Responsibilities for DoD Dependent Schools,* dated August 11, 1995.

SAC and IAC meetings as a nonvoting liaison. Each theater and component command also has a full-time SLO or staff member with similar duties.

The objective of the councils and committees is to have recommendations approved and issues resolved at the lowest possible level. Any SAC issue regarding school policies, programs, and resources is submitted to the principal for action. The process terminates at any level when the recommendation is approved or an issue is resolved. Each level (principal, superintendent, and area director) has 2 weeks to respond in writing or to forward the issue to the next higher level. If an issue is forwarded to the Director, DoDEA, he/she has 1 month to respond. SACs are to be kept informed throughout the process. A SAC can appeal the disapproval of a recommendation to the next level of review. A similar process is also followed for IAC-identified issues relating to administrative and logistical support provided to the schools. If an IAC recommendation cannot be approved or disapproved at any level of review because of a lack of sufficient authority or resources, it is referred to the next level for action. Each level has 2 weeks to respond in writing or to forward the issue to the next higher level. IACs have the same appeal procedures.

Higher-level advisory councils—Component Command Advisory Council (CCAC) and Theater Education Council (TEC) within the military chain and the District Advisory Council (DAC) and Area Advisory Council (AAC) within the education chain—exist to promote communication and problem-solving among school administrators, military leaders, and local advisory committees. These councils discuss and resolve issues that affect the educational and support environment. Broader issues and unresolved problems are forwarded to the next higher council or appropriate authorities. At each level, DoDDS administrators and military commanders are expected to maintain regular and open communications on DoDDS administration issues.

The Dependents Education Council (DEC) was established to provide consultation between the ASD(FMP); the Director, DoDEA; commanders of the major theater and component commands; and the chiefs of the military departments. The DEC considers questions of educational policy and matters related to facilities, logistics, and administrative support the military provides to DoDDS. The Advisory Council on Dependents Education (ACDE) was established to advise the ASD(FMP) and the Director, DoDEA on the improvements necessary to achieve and maintain a high-quality public educational program.

Detailed guidance is available on the conduct of meetings, frequency of meetings, distribution of minutes, and preparation and distribution of annual end-of-year reports.[3] SAC and IAC meetings are conducted a minimum of four times during the school year. Minutes of the meeting proceedings are required to be distributed to the principal, installation commander, district superintendent, Deputy Director, DoDEA for DoDDS-Europe or DoDDS-Pacific, and the component commander. Council meetings are conducted a minimum of two times each year. Minutes of council meeting proceedings at each level are to be distributed to all council members, appropriate theater commanders, the DoDEA Director, and ASD(FMP).

The SAC and IAC are required to submit annual end-of-year reports that specify goals and objectives, identify areas of special interest, assess achievements and concerns, and make recommendations to improve the educational program. Superintendents receive all SAC reports by June 15, review these reports, prepare a summary report, and forward the summary report and all SAC reports to the DoDDS area director by July 15. An area summary report is sent to the Director, DoDEA by August 15. Component commanders receive all IAC reports by June 15, review these reports, prepare a summary report, and forward the summary report and all IAC reports to the theater commander by July 15. A theater-level analysis of the summaries is sent to the Joint Chiefs of Staff (JCS) and Director, DoDEA by August 15. The DoDEA Director reviews and prepares an analysis of DoDDS area and theater commander summary reports and forwards the analysis and reports to ASD(FMP) by October 1.

B. THE USAFE SCHOOL BOARD TEST PROGRAM

At each of the six communities testing the school board concept, the school board replaces the IAC. The number of schools in those communities ranges from 2 to 11 schools. Each school retains a SAC. The most significant difference is the voting membership of the school board vs. the IAC. All school board members are elected parents of students rather than an elected parent and teacher representative from each SAC on the installation. In terms of organizational relationships, the primary difference in the school board test is the requirement that the district superintendent (or designee)

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[3]   DoD Instruction 1342.15, *Educational Advisory Committees and Councils,* dated March 27, 1987.

attend the school board meeting (see Figure II-2). The school principals and the installation commander (or designee) attend the meetings, just as they do where there is an IAC. Similar to the IAC, the school board makes recommendations and advises the installation commander regarding support provided by the military Services to dependent schools serving that installation. The school board can also make recommendations to a school principal (through the SAC) and the district superintendent. The guidelines for the school board test program essentially mirror the guidelines for the IAC contained in DoDI 1342.15, *Educational Advisory Committees and Councils*.
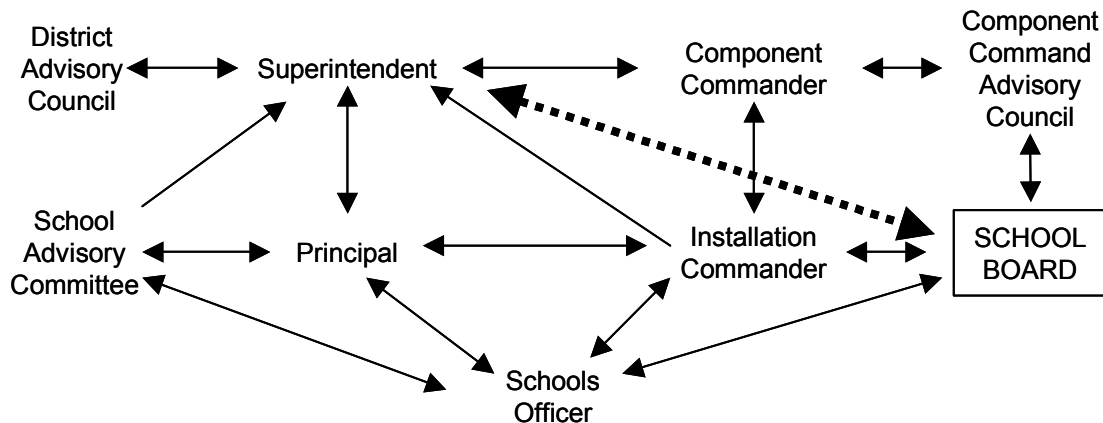
**Figure II-2. School Board, Committee, and Council Relationships
With Administrators and Commanders**

C.   THE SCHOOL BOARD SYSTEM IN DDESS

The school boards are established by law and implemented through a DoDD, DoDI Instruction, and a DoDEA policy memorandum.[4] Figure II-3 is a schematic of the current school board and SLO relationship with DoDEA/DDESS administrators and installation commanders.

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[4]   U.S.C., Title 10, Section 2164, establishes the requirement for a school board at each installation in which DDESS schools are established. DoD Instruction 1342.25, *School Boards for Department of Defense Dependent Elementary and Secondary Schools (DDESS),* dated October 30 1996, "provides policy, assigns responsibilities, and prescribed procedures for the establishment and operation of elected school boards for schools operated by the Department of Defense."
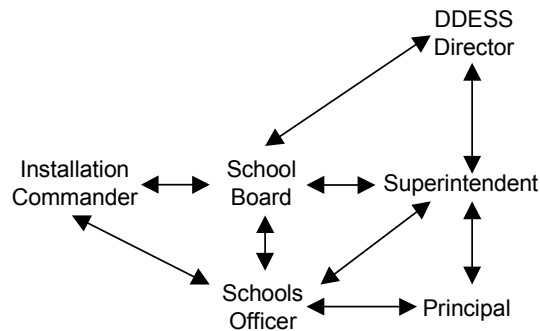
Figure II-3. School Board Relationships

The school board is an advocate for the parents. School board members are elected as representatives of housing areas or schools or are elected at large, depending on the DDESS school district guidelines. The school boards meet nine times during the school year. Minutes of school board meetings are distributed and also provided to the Deputy Director, DoDEA for DDESS after they are approved. School boards are not required to prepare an annual end-of-year report for submission to the Deputy Director, DoDEA for DDESS or Director, DoDEA.

SLOs who work for the installation commander perform the same functions that their counterparts perform overseas. Some installations have a full-time SLO, and others have someone who performs the SLO functions as an additional duty.

D. SCHOOL BOARDS IN AN LEA

An LEA School Board is the official policy-making body for education and is responsible for the direction and operation of the public school system within the county or district. They set general school policy and, within State regulations, establish guidelines that will ensure the proper administration of the school program. Major responsibilities include developing the budget; establishing curriculum and accountability standards; prescribing school operation and personnel polices; and overseeing school construction, renovation, and repair. A school board is composed of members who are elected by the voters, appointed by a governing authority, or combination of both.

The major difference between any school board in an LEA and the school board that exists in DDESS or the USAFE School Board Test Program relates to decision-making authority. LEA school boards make decisions related to all aspects of school operations within the school district. The school boards in DDESS "participate in the development and oversight of fiscal, personnel, and educational policies, procedures and

programs" and review and monitor (oversee) school expenditures and operations."[5]. The IAC in DoDDS and the school board in the USAFE School Board Test Program "make recommendations and advise the installation commander."[6]

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[5] U.S.C., Title 10, Armed Forces, Chapter 108, *Department of Defense Schools*, Section 2164, "DoD Domestic Dependent Elementary and Secondary Schools"; DoDD 1342.16, *Provisions of Free Public Education for Eligible Dependent Children Pursuant to Section 6, Public Law 81-874, as amended,* dated October 16, 1987, and Change 1, dated August 5, 1994; and DoDI 1342.25, *School Boards for Department of Defense Dependent and Elementary Schools (DDESS),* dated October 30, 1996.

[6] U.S.C. Title 20, Education, Chapter 25A, *Overseas Defense Dependents' Education*; DoDI 1342.15, *Educational Advisory Committees and Councils,* dated March 27, 1987; and *Guidelines for the Establishment and Operation of the Two-Year School Board Pilot in USAFE,* Enclosure to ASD(FMP) Letter, August 31, 2000.

III. ASSESSMENT

The primary focus areas are to determine whether the USAFE School Board Test Program has

1.   Increased parents' ability to influence school-system decisions

2.   Increased parents' participation in their children's education.

This assessment must be based not only on what has happened at those USAFE installations testing the school board concept, but also in comparison to the existing system within DoDDS and DDESS. Because of the many factors that affect school boards and other committee and council operations, these factors will be analyzed separately. An important point to understand is that all the factors are interrelated and cannot stand alone in deciding what system is best. Figure III-1 depicts the relationship of these factors to each other and to the two primary focus areas.
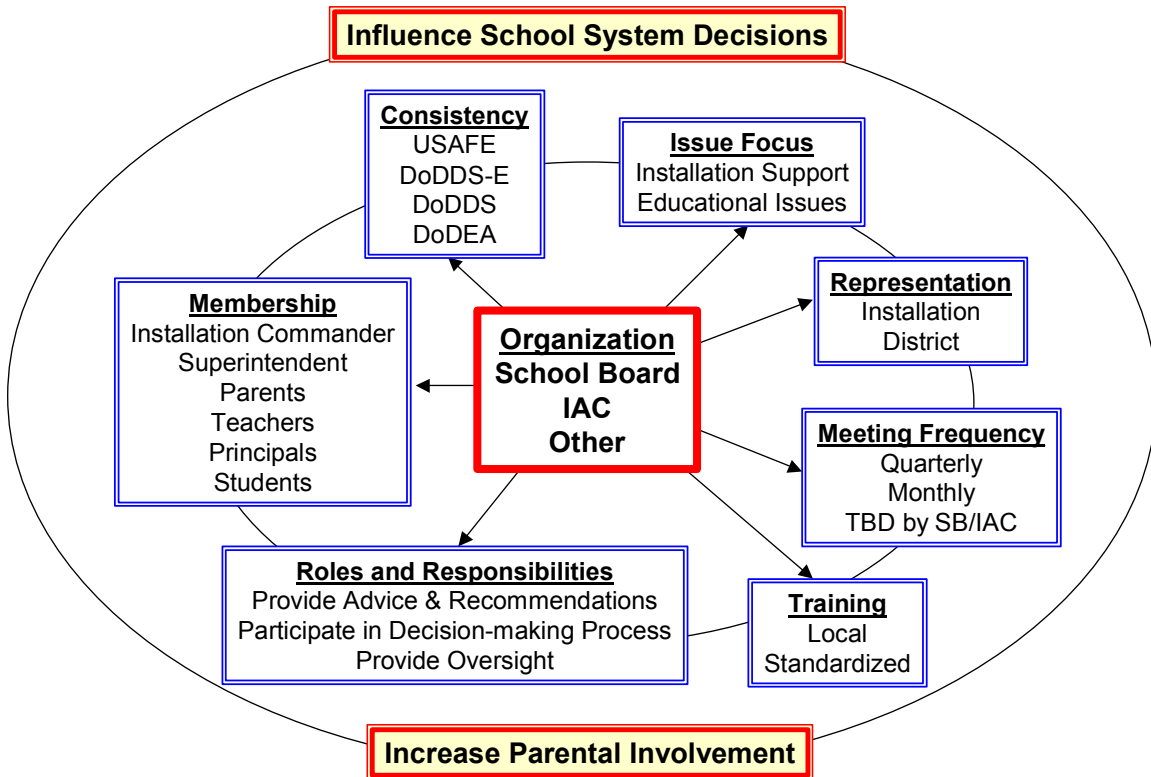
Figure III-1. USAFE School Board Test Program Considerations

A. PARENTS' ABILITY TO INFLUENCE SCHOOL-SYSTEM DECISIONS

The primary objective of the USAFE School Board Test Program is to improve parents' ability to influence school-system decisions.[7] During the interviews, considerable discussion arose about the value of the school boards. All stakeholder groups stated that school boards provided another alternative in which to raise issues. School board members viewed the meetings as an open forum in which to discuss issues—as opposed to the closed forum of an IAC. However, even though school boards could be influential and provide a good perspective on an issue, all groups agreed that the emphasis should be on resolving as many issues as possible at the school level. Most of the issues above school level were related to installation support rather than education quality or student achievement.

When asked about how well the school boards work, opinions varied among and within each stakeholder group. Some thought that the value of the school boards was their ability to consider broader issues above school level, while others thought that this function was duplicative of what the DAC or IAC does. The stakeholder groups agreed that installations that have only one school did not need a school board, or, if there was to be one, did not need a SAC and/or an IAC. Many thought that since the school boards were addressing only a few significant issues and that very few issues were presented to them, the school boards were in search of a mission. Although school board meetings presented an opportunity for open discussion among the parents, educators and military leaders, some thought that the process was slowed down when an issue had to go from the SAC to the school board, rather than going directly to the DAC or an IAC. When parents raised an issue in open forum, they were often frustrated because the issue was not resolved. Rather, it was deferred, or they were told that it was not an issue for the school board. Parents were also frustrated about the inability to address personnel issues at school board meetings. Even though parents are generally aware of what an LEA School Board does, many interviewees thought that parents are confused because of the different role of a USAFE School Board.

During the interviews, considerable discussion also arose about IACs and SACs. All stakeholder groups at installations that had an IAC stated that they thought the SAC

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[7]   Commander, USAFE briefing, "European School Boards," *EUCOM Component Commander's Conference*, September 1999.

and IAC system works. An IAC's success is a direct function of the active support and involvement of the commander. Most commanders and administrators thought they had a good working relationship. Although an IAC is required to meet four times during the school year, or more often if needed, principals report that they usually raise SAC/school issues as they occur—directly to the commander or through the SLO. The issues within the commander's scope of responsibility are then worked without waiting for an IAC meeting to address the issue. The IAC meeting remains a forum for addressing issues and for confirming and updating the status of any action taken. Parents (both those who are SAC members and those who are not) did not see a need to have school boards. SAC members liked the fact that their representatives understood and could adequately explain the facts of an issue to the IAC and the commander and that their representatives then provided feedback (issues addressed/action taken) from the IAC meetings. All stakeholder groups stated that SACs should be retained within DoDDS. SACs are a good forum for parents (who provide most of the issues) and provides them an opportunity to present their concerns and get clarification of policies and procedures. SAC members and administrators stated that most issues are resolved at the SAC level. Few issues need to go forward to an IAC, DAC, or school board. The SAC's key to success is good collaboration between parents and teachers and a supportive and proactive principal. When parents learn that the SAC works, they are not reluctant to bring issues to the SAC.

In DDESS, the possibility of an IAC system similar to the one in DoDDS was discussed with superintendents and military leaders. The consensus was that there is no need for it. School support issues are handled through Inter-Service Support Agreements (ISSAs), and the DDESS commander's staff does not actually get as involved as the staffs of the installations overseas do. In addition, from the standpoint of being aware of educational issues that concern military families, the commander is concerned not only with DDESS but also with schools in the adjacent community.

All stakeholder groups mentioned the SLO as being a key individual in dealing with school issues that should be resolved by the installation commander or at a higher level in the military chain of command. The SLO is frequently in the schools, attends SAC meetings, is known by the parents, and works closely with the commander and his/her staff. In addition to performing a critical role, probably more important was the assessment that most of the SLOs are doing an outstanding job.

Most parents know that they can take an issue to a teacher or principal and get it resolved at the school level—if it is within the teacher or principal's power to do so.

Many issues that parents raise must be addressed and resolved by the installation commander, the district superintendent, or at a higher level. The most significant issues are elevated to the Director, DoDEA and officials within the Office of the Secretary of Defense (OSD), primarily because many of these issues require significant funding. In those cases, additional funding for personnel, facilities, and equipment must be obtained by increasing the DoDEA budget or by reallocating existing funds.

To assess the types of issues addressed at school board meetings, each school board was requested to provide the minutes from its most recent meeting. At least one set of school board meeting minutes from each school board in the USAFE School Board Test Program and DDESS was provided. Appendix C, Table C-1, lists the school boards and the dates of the meeting minutes reviewed. The USAFE School Board Test Program requires that "recommendations made to the installation commander and district superintendent shall be communicated formally in writing and summarized as part of the minutes of the Board meeting."[8] Although DDESS School Boards are required to maintain minutes, they are not required to document recommendations formally.

In the minutes reviewed, no formal recommendations are made from a USAFE School Board to the installation commander or the superintendent, and no formal recommendations are made from a DDESS School Board to the superintendent. The minutes of one school board meeting contain a notation on two items indicating the issue should be forwarded to the superintendent for action, but no formal recommendation is made. The USAFE School Board minutes indicate that some actions are ongoing, which could result in a recommendation during a future meeting. The minutes also discuss updates of issues for which a formal recommendation may have been made during a previous meeting. Although the minutes do not contain any formal recommendations, the minutes suggest that commanders, superintendents, or principals were going to take action on some issues that were addressed. Table III-1 lists eight agenda items that focused on educational quality and student achievement and may have led or could lead to formal recommendations for action at other school board meetings.

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[8] *Guidelines for the Establishment and Operation of the Two-Year School Board Pilot in USAFE,* Enclosure to ASD(FMP) Letter, Aug 31, 2000.

Table III-1. Educational Quality and Student Achievement Agenda Items

USAFE School Boards (6 of 29 agenda items)
Internship Program
Mentorship Program
Middle School (MS) Foreign Language Teacher
PE as a Core Subject
Summer School
USAFE Strategic Plan on Dependent Education
DDESS School Boards (2 of 30 agenda items)
Advancement Via Individual Determination (AVID) Training
Partners in Education

The agenda items that are recorded in the minutes can be categorized as reports, status updates, discussions with questions and answers, presentations, briefings, questions and answers, and recognition of individuals. Appendix C, Tables C-2 and C-3, provide a detailed list of agenda items and the category aggregated from all school board meeting minutes reviewed for USAFE School Boards and DDESS School Boards, respectively.

The Eifel School Board (Spangdahlem AB and Bitburg AB in Germany) website[9] has the minutes from an Executive School Board Meeting, 20 February 2001. These minutes include a detailed discussion and a formal recommendation to change the current DoDEA guidance for program staffing to return assistant principals to all DoDEA schools. This proposal was sent to the Commander, 52d Fighter Wing (to be included as an agenda item at the USAFE CCAC) and to the Superintendent, Brussels District.

The *Headquarters USAFE End of SY 2001 Report on the School Board Pilot* includes input from each school board after its first year of operation. The report includes several initiatives that were recommended for action by an installation commander, a district superintendent, or approval at a higher level (see Table III-2). It could not be determined whether these issues were originated by a school board member or a member of the community or forwarded to the school board by a SAC.

The minutes from SACs, IACs, and DACs were not reviewed comprehensively. As previously stated, most SAC issues are resolved at school level. The few educational or installation support issues are forwarded to the DAC or IAC, as appropriate.

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9   http://www.spangdahlem.af.mil/52SG/DoDDS/SchoolBoard.html

Table III-2. USAFE School Board Issues Recommended for Action

Consolidate school bus discipline policy
Continue school bus monitor program
Create a system for on-line school registration
Establish and strengthen mentoring programs
Fund Adolescent Substance Abuse Counselors
Improve the AAFES school lunch program
Oppose redistricting in DoDDS-E
Raise funding priority for replacement ES
Refine inclement weather conditions notification process

Before the initiation of the USAFE School Board Test Program, significant issues were raised (and action was taken) concerning programs that impacted the quality of education and student achievement within DoDEA. These issues include implementing full-day kindergarten in DoDDS, reducing pupil-teacher ratio to 18:1 in grades 1 through 3, and providing a high school counselor for every 300 students. Issues such as program-based staffing, summer school programs, and a DoD Home Schooling policy continue to be addressed. Other issues that primarily impact and are adapted to the needs of the community, such as safety and security, bus discipline, and school uniforms, have been and continue to be addressed. Issues are raised by the entire DoDEA school system at all levels—by the military and education chains of command and by different stakeholder groups. Positive action results because of considerable and continuous support from all stakeholder groups.

In a national survey of school board members, 98 percent rated as "significant" or "moderate" their two leading concerns:

1. Developing the budget and funding for schools
2. Improving student achievement.

Their other major concerns were special education (93 percent), improving educational technology (91 percent), teacher quality (88 percent), and parental support and interest (81 percent).[10] USAFE School Boards do not have any responsibility for the budget, but the SACs can make recommendations and advise the principal on the allocation of

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[10] Hess, Fredrick M., *School Boards at the Dawn of the 21st Century, Conditions and Challenges of District Governance*, National School Boards Association, May 2002.

resources within the school.[11] DDESS School Boards are supposed to participate in the development of the school system's budget that is submitted to the Director, DDESS.[12] Table III-2 indicates little actual involvement in either of the two leading concerns that are the focus of LEA School Boards.

B.   PARENTS' PARTICIPATION IN THEIR CHILDREN'S EDUCATION

One goal of the USAFE School Board Test Program is to involve more parents in their children's education. The USAFE Strategic Plan on Dependent Education was implemented in October 1998 to address dependent education concerns and improve the overall quality of the children's education. Parental concerns focused on three areas:

1.   Communication between the military community and DoDDS, which was impaired

2.   The response from the school system to parental concerns, which was slow or nonexistent

3.   Parents' perceptions of the DoDDS educational curriculum, programs, and services, which was perceived as unequal compared with the curriculum, programs, and services provided in the United States.[13]

A second goal of the USAFE Strategic Plan is to energize established forums for parent and school official interaction. In SY 99–00, before the implementation of the USAFE School Board Test Program, parental attendance at USAFE installation SAC and IAC meetings increased 245 percent from the previous year. The number of SACs and IACs reported by Wing Commanders as being responsive to parental concerns was 100 percent—the same as the preceding year. This response was attributed to the encouragement and support of the entire USAFE chain of command and to DoDEA for allowing more decision-making and encouraging more openness at the school level.

Based on the interviews, all stakeholder groups agreed that parents do not attend school board meetings—even when meetings are well publicized—unless they have an issue or concern to present or they know that a particular issue or concern will be

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[11]   DoDI 1342.15, *Educational Advisory Committees and Councils,* dated March 27, 1987.

[12]   DoDI 1342.25, *School Boards for Department of Defense Dependent Elementary and Secondary Schools (DDESS),* dated October 30 1996.

[13]   *USAFE Strategic Plan on Dependent Education: School Year 1999-00 Report,* USAFE Headquarters, 7 July 2000.

discussed. Similarly, not many parents are interested in serving as school board members. Turnout for SAC and school board elections is usually low. Initially, most parents will discuss a school-related problem directly with the teacher and/or principal. Some believe that lack of parental attendance indicates a general satisfaction with the schools and with their children's education, while others think it indicates an apathetic attitude. This assessment is consistent for the USAFE and DDESS School Boards and the SACs. Usually, the only parents who attend an IAC meeting are the members elected to represent their SAC. The parents who attend a DAC or AAC meeting are usually the appointed members or those who volunteer to represent their command, installation, or school.

Creating school boards to replace the IACs was viewed as a means to increase direct parental involvement through membership on the school board. An IAC is located at every installation that has two or more schools. The IAC is composed of two representatives from each SAC: one parent and one professional school employee who are elected by the voting members of the SAC. The student member from a high school SAC, if determined appropriate by the IAC, also serves as a voting member of the IAC. The suggested committee size of a SAC is based on a school's student enrollment.[14]

Based on the student enrollment of the 28 schools located at installations involved in the USAFE School Board Test Program, 92 parents are elected to serve on those SACs. From among those parents, 28 were elected to serve on the IAC, which had operated before the school boards were established. The guidelines for the USAFE School Board Test Program state that the school board will consist of no less than 3 and no more than 10 voting school board members. The only voting members are parents, and the number was to be determined by local needs. On the school boards at the six installations in the USAFE School Board Test Program, 47 parents serve. Since at least two school board members are also SAC members (not precluded by the guidelines), there is a 49-percent increase in direct parental participation. Table III-3 shows direct stakeholder involvement at the USAFE School Board locations. Appendix C, Table C-4, contains a detailed analysis of direct stakeholder involvement in SACs, IACs, and school boards at the USAFE School Board Test Program site locations.

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[14] DoDI 1342.15, *Educational Advisory Committees and Councils,* dated March 27, 1987.

Table III-3. USAFE School Board Locations and Direct Stakeholder Involvement
(Enrollment as of 30 September 2001)

School Board	Schools	Enrollment	SAC (P/T/S)	IAC (P/T/S)	SB (P/T/S)
Kaiserslautern Community	11	6,985	42/42/2	11/11/2	11/2
Eifel Community	5	1,888	14/14/1	5/5/1	10/1
Lakenheath/Midenhall Cmty	4	2,586	15/15/1	4/4/1	6/1
RAF Alconbury	2	587	5/5/1	2/2/1	5/1
Aviano AB	4	1,365	11/11/1	4/4/1	10/0
Incirlik AB	2	692	5/5/1	2/2/1	5/0
Total	28	14,103	92/92/7	28/28/7	47/7

P = Parent; T = Teacher; S = Student
IAC shown to indicate membership when IAC existed.

In addition to the parents who serve on each school board, IAC, and SAC, parents also serve on each DAC. The DoDEA policy states that the DAC will consist of 4 to 12 members and will include at least 1 parent (a non-DoDDS employee), a military command representative, and a representative of the principal teacher's bargaining unit (union). Additional members can be appointed from SACs, Parent-Teacher-Student Associations (PTSAs), Parent-Teacher Organizations (PTOs), the high school senior class, school administrators, and teachers. Although the superintendent appoints the members, the individuals selected can nominate themselves, be nominated by a member of the community, or be nominated by a SAC. Table III-4 shows the stakeholder representation for each DAC. Currently, 37 parents serve as members of the 6 DACs in DoDDS-Europe. Appendix C, Table C-5, details composition of each DAC.

Table III-4. District Advisory Council Representation in DoDDS-Europe

District	Military	SLO	Parent	Principal	Teacher	Union	Student	Total
Bavaria		10	7		4	3		24
Brussels		7	13	1		1	2	24
Heidelberg		2	4	1	1	2	1	11
Isles	2	1	4	1	1	2	1	12
Kaiserslautern	3	3	3		3	1	1	14
Mediterranean	6	5	6	1	1	1	1	21
Total	11	28	37	4	10	10	6	106

A survey about attitudes on community involvement addressed the participation of parents and community members in the operations of LEA schools. This survey included 686 superintendents, 475 school board members, 404 teachers, and 809 parents and nonparents. The results showed that 55 percent of parents and 60 percent of the nonparents want to see more community involvement in the schools. However, 74 percent of parents and 66 percent of the nonparents say they felt "comfortable leaving school

policies for educators to decide."[15] Seventy-five percent of the school board members stated that public attendance at public meetings about the schools was almost never high. They describe school board meetings as generally unproductive when graded on listening to input from the community because most of the input comes from a few individuals who have narrow interests. Yet, at the same time, the school boards depend heavily on the meetings to understand the public's thinking. Low voter turnout for school board elections is not unique to DoDEA. In LEA School Board elections, turnouts of 20 percent or less is not unusual.[16]

C. CONSISTENCY WITHIN DoDEA

The issue of institutionalizing the USAFE School Board concept needs to be considered in terms of the degree of consistency (or lack of it) that is necessary within DoDDS, between DoDDS and DDESS, and/or within all of DoDEA. In a previous "Review of DoDEA Schools" by IDA, military leaders and parents wanted to ensure that their children received a quality education regardless of where they were assigned in DoDEA. They realized that differences exist between the LEA and DoDEA; however, within DoDEA, they wanted consistency, and they appreciated knowing that DoDEA policies and procedures were the same no matter where they were assigned within the DoDEA school system. Having the same curriculum throughout DoDEA is good, and that is why they are so interested in and supportive of getting program-based staffing throughout DoDEA. This consistency is possible because of considerable standardization, where appropriate, throughout DoDEA.

1. School Boards Only in USAFE

Currently, the USAFE School Boards exist only on USAFE installations that have two or more schools. The USAFE and USEUCOM proposal to DoDEA stated that the school board would function as the only advisory committee on an installation that has only one school. There would be no SAC/IAC. Where two or more schools operated on

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[15] *Just Waiting to Be Asked? A Fresh Look at Attitudes on Public Engagement,* Public Agenda On Line, March 2001.

[16] Hess, Fredrick M., *School Boards at the Dawn of the 21st Century, Conditions and Challenges of District Governance*, National School Boards Association, May 2002.

the installation, there would be a SAC at each school and a school board.[17] The OSD guidelines permitted only the replacement of IACs with school boards, which meant that installations that have one school would continue to have a SAC/IAC and installations that have two or more schools would have a SAC at each school.

The United States Code (U.S.C.) requires the establishment of an advisory committee for each school in DoDDS to advise the principal or superintendent. To advise the local military commander, the U.S.C. further directs the establishment of an advisory committee for each installation that has more than one school.[18] According to the DoDEA General Counsel, DoD can approve the testing of a school board concept and have a school board (rather than an IAC) advise the installation commander, but the elimination of a SAC, even for the test, requires Congressional approval. If Congressional approval could have been granted, the lengthy process would have delayed the initiation of the USAFE School Board Test Program.

If the USAFE School Board concept is implemented as tested in USAFE and the law is not changed, there would be seven school boards and eight SACs/IACs operating in USAFE. Parents assigned to USAFE installations would then wonder which system is better and why is not all DoDEA using the same system. Also, if the USAFE School Board concept were continued only in USAFE, the interactions and requirements within DoDDS-Europe school districts where there are also United States Army Europe (USAREUR) and United States Navy Europe (USNAVEUR) installations would be different. Table III-5 provides the aggregate number of school boards, IACs, and SAC/IACs by Service. Thirty-three percent are located on USAFE installations.

Superintendents would receive recommendations from school boards and SACs in USAFE but only from SACs in USAREUR and USNAVEUR. Since SACs can forward issues to the superintendent and to a school board for consideration, a duplication of effort is possible. As previously discussed, no one wants to eliminate SACs; therefore, at installations where there is a school board, a possible solution may be to require that all

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[17] *Guidelines for the Establishment and Operation of the School Board Test in USAFE,* HQ USAFE Memorandum for USCINCEUR, December 1999.

[18] U.S.C. Title 20, Education, Chapter 25A, *Overseas Defense Dependents' Education,* Sec. 928, "School Advisory Committees."

Table III-5. Aggregate of School Boards, IACs, and SACs/IACs by Service

District/Area	Army	Air Force	Navy	USMC	Joint	Total
Bavaria	9					9
Brussels	2	4				6
Heidelberg	6	1	1			8
Isles	1	4	3			8
Kaiserslautern	1	1				2
Mediterranean	3	5	5			13
DoDDS-Europe	**22**	**15**	**9**			**46**
Japan	1	2	3	1		7
Korea	3	1	1			5
Okinawa					1*	1
DoDDS-Pacific	**4**	**3**	**4**	**1**	**1**	**13**
Cuba			**1**			**1**
DoDDS Total	**26**	**18**	**14**	**1**	**1**	**60**

> * The IAC operates in conjunction with the Okinawa District Advisory Council (ODAC). Schools are on one Air Force and four Marine Corps installations.

issues to go from the SAC to the school board. Then, if deemed appropriate, the school board could forward the issue to the superintendent. It does not appear that any of the other advisory organizations would be affected. Parents who read articles in the *Stars and Stripes* newspaper or see/hear news reports on the American Forces Radio and Television Service (AFRTS) about school issues being referred to a school board or an IAC may not understand and may question the need for two different organizations.

2.   School Boards in DoDDS-Europe

If all DoDDS-Europe converts to a school board system, the district superintendents would still receive recommendations or requests for assistance from school boards and from SACs. Again, this hurdle could be resolved by requiring all SACs to forward issues and recommendations through the school board to the superintendent. As has been noted from the interviews, during the current test, this procedure is viewed as impeding the process rather than making it more efficient. If school boards are established at all installations that have two or more schools and the SACs/IACs continue at installations that have only 1 school, there would be 28 school boards and 18 SAC/IAC at 46 installations providing input and forwarding recommendations to the superintendents. Table III-6 provides the DoDDS distribution of advisory organizations by district. Appendix C, Table C-6, lists all DoDDS schools by district and is further broken down to reflect schools associated with each school board, IAC, or SAC/IAC.

Table III-6. DoDDS Advisory Organization Distribution

District	Schools	Installation Organizations	IAC or SB	SAC/IAC
Bavaria	25	9	7	2
Brussels	13	6	3	3
Heidelberg	26	8	6	2
Isles	16	8	5	3
Kaiserslautern	15	2	2	
Mediterranean	20	13	5	8
DoDDS-Europe	**115**	**46**	**28**	**18**
Japan	19	7	6	1
Korea	8	5	2	3
Okinawa	12	1	1	
DoDDS-Pacific	**39**	**13**	**9**	**4**
Cuba	**1**	**1**		**1**
DoDDS	**155**	**60**	**37**	**23**

Having a combination of SAC/IACs and school boards may be viewed as not being a problem since they would all be forwarding educational issues to the superintendent and support issues to the installation commander. However, the issues would be the product of each school board and each SAC/IAC, which will be discussed later in this section.

DoDDS-Europe has 115 SACs. Under the current guidelines, a principal can forward to the district superintendent or the installation commander SAC issues and recommendations that are outside his/her authority to resolve. In addition, a SAC can appeal any recommendation not favorably approved by the principal. If all issues were submitted through a school board, this would reduce to 46 the number of organizations forwarding issues to the superintendents and installation commanders. However, based on interviews, since most issues are local issues that are resolved at the school or installation level, it does not appear that a large number of issues are forwarded to the superintendent for action or because of appeal.

Most communities are small and have only a few schools. Within the 60 communities in DoDDS, only 2 have more than 5 schools (see Table III-7). One is the Kaiserslautern Military Community, Germany, which has 11 schools, and the other is the Okinawa District, which has 12 schools. Thirty-eight percent of the communities have only one school.

**Table III-7. Number of Communities in Each District
Based on Number of Schools**

District	Schools in District	# Schools in the Community							Total Communities* SB, IAC, SAC/IAC
		12	11	5	4	3	2	1	
Bavaria	25				4	1	2	2	9
Brussels	13			1		1	1	3	6
Heidelberg	26			2	2	2		2	8
Isles	16			1			4	3	8
Kaiserslautern	15		1		1				2
Mediterranean	20				1		4	8	13
DoDDS-Europe	**115**		**1**	**4**	**8**	**4**	**11**	**18**	**46**
Japan	19			1	1	1	3	1	7
Korea	8					1	1	3	5
Okinawa	12	1*							1
DoDDS-Pacific	**39**	**1**		**1**	**1**	**2**	**4**	**4**	**13**
Cuba	**1**							**1**	**1**
DoDDS	**155**	**1**	**1**	**5**	**9**	**6**	**15**	**23**	**60**

All installations also have a SAC, except those that have one school, in which case the SAC is also the IAC.

* The IAC operates in conjunction with the ODAC. Schools are on one Air Force and four Marine Corps installations.

3. School Boards Throughout DoDDS

If school boards are established throughout DoDDS-Europe, a determination must be made about school boards in DoDDS-Pacific. Stakeholder groups in DoDDS-Pacific—with the exception of the area director and superintendents—were not interviewed about school boards. The interviews that were conducted indicate that the military commanders in DoDDS-Pacific do not support creating school boards. They believe the current system is effective and efficient and do not want to change. Also, based on the interview results from the sampling of stakeholder groups at USAREUR and USNAVEUR installations, it is assumed that the same or similar interview comments would have been voiced in the Pacific. The dilemma is this: the lack of consistency between DoDDS-Europe and DoDDS-Pacific might cause parents to wonder why a difference exists, and if one system (school boards vs. SACs/IACs) is better, why are DoDDS-Europe and DoDDS-Pacific not the same.

4. School Boards Throughout DoDEA

If school boards are established throughout DoDDS, school boards would exist throughout DoDEA. However, in several areas related to school board operational and administrative requirements, the DoDI that guides the operations of the DDESS school boards and the guidelines for the USAFE school boards are different. Appendix C, Table C-7, compares the requirement of the SACs, IACs, USAFE school boards and the DDESS school boards. Most of these requirements could be aligned by changing or consolidating the current DoDI, DoDD, and guidelines or by creating a new document. However, the basis for the DDESS school boards is found in the U.S.C.,[19] and that would be more difficult to change. The major distinctions between the two school board systems are their functional responsibilities and to whom their primary recommendations are provided. These two areas will be addressed later in this section.

Another major consideration is that a SAC is not required at each DDESS school. Therefore, even if there were school boards throughout DoDEA, the law also requires SACs. Thus, there would be SACs in DoDDS and no SACs in DDESS. The same issues concerning confusion and concern on the part of parents could arise (i.e., what system is better?). Interviews with DDESS stakeholders indicated that they did not see the need for SACs. In comparing DDESS schools and districts with DoDDS schools and districts, they see clear distinctions that negate the requirement for SACs. However, during the DDESS stakeholder group interviews, those individuals who were familiar with SAC operations in DoDDS thought the SAC served a viable function in DoDDS and should not be eliminated.

Table III-8 shows the relationship between DDESS school districts, installations, and schools. Eight of the school boards each represent one district. Two of those eight school boards serve multiple installations, but these installations are in close proximity to each other, generally deal with the same issues, and participate in the decision-making process with the superintendent, not the installation commanders. The three districts that have multiple school boards are widely dispersed geographically, and the superintendent must attend a school board meeting at each installation every month.

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[19] U.S.C., Title 10, Armed Forces, Chapter 108, *Department of Defense Schools,* Section 2164, "DoD Domestic Dependent Elementary and Secondary Schools."

Table III-8. DDESS School Board Distribution

District	Schools	Installations	SB
Camp Lejeune (NC)	8	1	1
Ft. Benning (GA)	7	1	1
Ft. Bragg (NC)	9	1	1
Ft. Campbell (KY)	8	1	1
Ft. Knox (KY)	8	1	1
Ft. Stewart (GA)	2	1	1
Guam	4	2	1
Antilles (Puerto Rico)	7	3	1
South Carolina	5	2	2
Alabama/Robins (GA)	4	3	3
Virginia/New York	7	3	3
Total (11)	69	19	16

As mentioned previously, DoDDS has SACs, but DDESS does not have SACs. The one organization that does exist at the school level throughout DoDEA (i.e., DoDDS and DDESS) is the School Improvement Team (SIT). The SIT focuses primarily on evaluating student performance and developing strategies to improve student achievement. The SIT membership includes the principal and several teachers. The schools also try to have two to three SIT parent volunteers.

Some LEA use a school-based management (SBM) concept designed to decentralize decision-making authority to the school. SBM began in the 1980s as part of the school reform movement. Between 1986 and 1990, one-third of all school districts nationwide had implemented some version of SBM.[20] DoDEA experimented briefly with the SBM concept in the DoDDS-Panama district in the mid 1990s, but the concept was never adopted. Many variants of SBM involve some sort of decision-making council at the school, which may share authority with the principal or be merely advisory, like a SAC. The composition is similar to the SAC [i.e., a principal, parents, teachers, and students (in secondary schools)]. Numerous studies have been conducted, but no conclusive evidence exists to indicate that the SBM concept has significantly improved student achievement[21]. Most of the SBM councils that function well spend most of their time on

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[20] David, Jane L., "The Who, What and Why of Site-Based Management," *Educational Leadership*, January 1996.

[21] Holloway, John H., "The Promise and Pitfalls of Site-Based Management," *Educational Leadership*, April 2000.

issues such as discipline, facilities, and extracurricular activities. These SBM councils focus less on curriculum and instruction because these are more difficult issues. An absence of training on roles and responsibilities, shared decision-making, and how to develop a school improvement plan presents a problem. SBM councils are also constrained by outside factors, such as state- or district-mandated policies on testing and budget allocation and control. Success in the SBM concept comes from a team approach to decision-making. The team approach allows teachers to feel more positive toward school leaders and more committed to school goals and objectives. Parents and community members also become more supportive because they are more involved in decisions that affect their children's education. Principals benefit by receiving input from other stakeholders, thereby making them aware of teacher and parent concerns before certain situations get out of hand.[22]

D. STAKEHOLDER MEMBERSHIP ON COMMITTEES, COUNCILS, AND BOARDS

As described in Section II, separate systems in DoDDS and DDESS permit stakeholder groups to be involved in the operation of the schools and to influence educational issues. Table III-9 depicts the participation of stakeholder groups in the various organizations involved primarily in educational issues, installation and military support issues, or both. That participation may be as a voting member, nonvoting observer, or liaison member without a vote. In those organizations that have military leaders but no parents, the military leaders are advocates for the parents and represent the parents' interest. Because of the interactions between the administrators and military leaders who receive the input and recommendations from their organization members, each organization, to some degree, is involved in education issues.

The voting members of a USAFE School Board are parents of students enrolled in the school (excluding parents who are DoDEA employees). The voting member of DDESS school boards must be a resident of the military reservation but are not required to have a student enrolled in one of the DDESS schools. A major difference between the

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[22] Oswald, Lori Jo, "School-Based Management," *ERIC Digest*, Number 99, ERIC Clearinghouse on Educational Management, July 1995.

Table III-9. Stakeholder Membership in DoDEA Advisory Organizations

Advisory Organization	Military	Parents	Administrators	Teachers	Students
SAC	X	X	X	X	X (HS)
IAC	X	X	X	X	X (HS)
USAFE SB	X	X	X		X (HS)
DAC	X	X	X	X	X (HS)
AAC	X	X	X	X	X (HS)
CCAC	X		X		
TEC	X		X		
DEC	X		X		
DDESS SB	X	X	X		

USAFE School Board and the IAC is that the school board voting members are all parents of students and the IAC voting members consist of an equal number of parents of students and professional employees of the school. Likewise, the SAC voting members consist of an equal number of parents of students and professional employees of the school. The SACs composition is specified by law, but the IACs composition is left to the discretion of the Secretary of Defense. The membership of all IACs could be changed to permit only parents to serve as voting members. Unless the law is changed, DoDDS cannot have a school board comprised only of parents as voting members at every installation. If the SACs/IACs at those installations that have only one school were to be converted to a school board that has only parent members, the composition would be the same for USAFE and DDESS School Boards. DDESS has school boards at three installations that have only one school: Dahlgren, Virginia; Maxwell Air Force Base (AFB), Alabama; and Robins AFB, Georgia.

An IAC makes recommendations and provides advice to the installation commander. A USAFE school board does the same but may also provide recommendations to the principal (through the SAC) and to the district superintendent. During the interviews, superintendents expressed a desire to attend the school board meeting rather than send a designee, and all school board members preferred that as well. Principals stated that they would be reluctant to make any decisions on behalf of the superintendent because the installation is only one part of a school district. Some also thought they might be placed in an awkward situation if the issue involved one of their schools. The USAFE guidelines state that regular school board meetings shall be conducted at least one time per school quarter. Two school boards meet more frequently, and two meet less frequently. With only six installations involved in the USAFE test program, none of the four superintendents attended more than eight meetings each year. However, travel arrangements were

sometimes difficult for the superintendent of the Mediterranean District, which has school boards in Italy and Turkey. If school boards are established at every installation and superintendents attend a minimum of four school board meetings at each installation in their district, they will attend between 8 and 52 meetings per school year depending on the district.

In DDESS, school board meetings are conducted a minimum of nine times per year. Eight of the superintendents attend a minimum of 9 meetings, 1 attends 18 meetings, and 2 attend 27 meetings. Those DDESS superintendents who attend meetings at more than one installation find it a difficult challenge but an important function. It is difficult because of the time needed to prepare for each meeting. Based on interviews, the time needed to prepare for each meeting is more time than that spent by DoDDS district superintendents, who do not have the same preparation requirements.

Consideration of any decision to implement school boards throughout DoDDS must include the value that the superintendent gains by participating in the meetings. Although the superintendents involved in the USAFE School Board Test Program tried to attend as many meetings as possible, their schedules did not always permit attendance. It does not appear to be a productive use of their time when most issues focus on installation- or school-level issues rather than on educational quality or student achievement. They have other forums for getting information (e.g., the principals, visits with installation commanders, and from their DAC).

For DDESS superintendents, the school board exists to support the superintendent. At those installations that have multiple schools, the superintendents definitely see value in having and attending school board meetings. However, not much value may be gained when a superintendent and a principal attend a school board meeting that represents only one school.

Another distinction between DoDDS and DDESS centers on who routinely interfaces with the installation commander. In DoDDS, it is the principals. In DDESS, it is the superintendent.

Principals are nonvoting members of USAFE School Boards and IACs. DoDDS principals receive recommendations from their SAC, and, if they cannot act on these recommendations, they forward them to the school board, IAC, or DAC. Based on the interviews, principals have little input at the USAFE School Board meetings but are actively involved in IAC meetings. On installations that have an IAC, the principal usually

forwards time-sensitive issues directly to the commander or through the SLO, without waiting for an IAC meeting. Principals are not directly involved with DDESS school boards meetings, but most normally attend the meetings. In DDESS, which does not have a SAC, the monthly school board meeting provides the principals an opportunity to hear issues and concerns raised in the main public forum that exists to address them.

Teachers share responsibilities with parents on SACs and on IACs. A representative from the teacher's union serves on each DAC, and they are also nonvoting members of the SAC. A representative from the teacher's union usually attends USAFE School Board and DDESS School Board meetings even though he/she is not required to attend. Based on interviews, each stakeholder group thought teacher participation (either as a voting member, nonvoting member, or attendee) was beneficial. Teachers are active participants in SACs and IACs, and parents, principals, and installation commanders seek their input. They usually have a longevity and institutional knowledge that the parents do not have. Because of DoDEA's policy to rotate principals every 5 years, teachers may also have information on situations and issues that a principal may not have. Each stakeholder group at USAFE School Board test sites stated that more teachers than parents usually attended the school board meetings. In those forums where teachers are not members, they may attend the meetings and present an issue. Teachers do bring issues to the SAC but raise very few issues at IAC meetings. Although teachers want to be involved, want to participate in discussions, and want to help find solutions to problems, they do not feel disadvantaged by not being able to serve as a school board member. This was true in USAFE and in DDESS. Stakeholder groups stated that many forums existed in which teachers could address issues. Teachers can raise issues at a SAC meeting, faculty meetings, directly to the principal, or through the union representative. They can also raise issues at IAC or school board meetings. The only downside mentioned about excluding teachers from membership on the USAFE School Boards was that this exclusion seemed to be counterproductive to the Community Strategic Plan (CSP). This was not a concern in DDESS, where teachers have never served on the school boards. Teachers do not serve as elected members of LEA School Boards, and, in a recent survey by the

National School Boards Association (NSBA), data indicated that only 13 percent of LEA School Board members had a background in education.[23]

A high school student, usually a senior, serves as a voting or nonvoting member on each high school SAC; on an IAC at an installation that has a high school, when it is deemed appropriate to have him/her as a member; on a USAFE School Board if the installation has a high school; on each DAC; and on the AAC. High school students do not serve on DDESS School Boards that have a high school on the installation or on the military councils above the IAC. High school students usually serve as nonvoting members of LEA School Boards.

E.   ROLES AND RESPONSIBILITIES

The roles and responsibilities on a USAFE School Board and a DDESS School Board usually differ primarily because the implementing guidance for each school board is different. The guidelines for the USAFE School Board Test Program are based on the DoDI that addresses IACs, which they replace. The operation of the DDESS School Boards is based on the U.S.C., DoDI, and DoDD that govern DDESS schools. Table III-10 shows the primary responsibility of each school board. Appendix C, Table C-8, outlines the specific responsibilities for each school board system.

Table III-10. Primary Responsibility of the School Board

USAFE School Board [24]	DDESS School Board [25]
"may make recommendations and advise the installation commander regarding support provided by the military Services to dependents' schools serving that installation"	"may participate in the development and oversight of fiscal, personnel, and educational policies, procedure and programs for the DDESS arrangement concerned"

The responsibilities of the USAFE School Board are identical to the IAC, except that the school board has two additional responsibilities. The school board has

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[23]   Hess, Fredrick M., *School Boards at the Dawn of the 21st Century, Conditions and Challenges of District Governance*, National School Boards Association, May 2002.

[24]   *Guidelines for the Establishment and Operation of the Two-Year School Board Pilot in USAFE,* Enclosure to ASD(FMP) Letter, Aug. 31, 2000.

[25]   DoDI 1342.25, *School Boards for Department of Defense Dependent Elementary and Secondary Schools (DDESS),* dated October 30 1996.

jurisdiction over (1) all matters within the jurisdiction of the SACs which are referred for consideration and (2) any matter within the jurisdiction of the SACs that clearly impacts more than one school on the installation.

During the interviews, all USAFE installation stakeholder groups indicated that they were confused about what issues (as related to the impact on schools) they could and could not address. Some issues that a SAC sent to the school board or that a parent presented during the public forum portion of the meeting were determined not to be within the scope of the school board because these issues did not apply to more than one school. When a SAC has an issue that must be resolved by the installation commander, the DoDI does not require that it must apply to two or more schools. Examples were given of issues that affected only one school and were the responsibility of the installation commander, not the principal. The school board should have addressed these issues. Similarly, issues that are forwarded from a SAC through the principal to a district superintendent, but are not within the authority of the principal, do not have to apply to more than one school.

Although the USAFE School Board guidelines state that the school board's responsibilities are to make recommendations and advise the installation commander, the section about the formal school board communication process addresses how to make recommendations to the superintendent or a principal. The two additional responsibilities of a USAFE School Board, which an IAC does not have, caused confusion and difficulty in deciding what issues to address. Since the responsibilities of the SAC include addressing educational issues, a SAC is not sure whether to send an educational issue to the school board, the superintendent, or both.

In DDESS, it is clear that the school board is an organization that exists to assist the superintendent. The installation commander (or designee) is present as a nonvoting observer. He/she conveys command concerns to the school board and the superintendent and keeps them informed of changes and other matters within the installation that affect the school. A close working relationship exists between a DDESS district superintendent and the school board. Although a DDESS superintendent is required to inform the school board about all matters that affect the operation of the local schools, this is not the case with the USAFE School Board Test Program. That same relationship does not appear to exist between USAFE School Boards and district superintendents because the school board's primary responsibility is at the installation level and this responsibility is to make recommendations and advise the installation commander. The draft guidelines sent by

USAFE through USEUCOM did not include any requirement for a superintendent (or designee) to attend school board meetings.[26]

Although the responsibilities for each school board are extensive, certain areas are not within the responsibility of the school boards:

- USAFE School Boards do not address matters pertaining to personnel policies or practices, compensation of school staff, grievances of school employees for which another forum exists, or internal management of DoDDS or their programs.[27]

- Because members of DDESS-elected school boards are not officers or employees of the United States appointed under the Appointments Clause of the United States Constitution (Article II, Section 2, Clause 2 of reference (c)), they cannot exercise discretionary governmental authority, such as the taking of personnel actions or the establishment of governmental policies.[28]

Those interviewed understood that school boards, IACs, and SACs had no decision-making authority, and this was not a major concern. All stakeholder groups thought that these organizations are influential and can make a difference. Both the military leaders and administrators thought that they should have the decision-making authority because they were the ones who are responsible for the decisions and are held accountable. Military leaders and administrators are receptive to the input from these organizations (e.g., school boards, IACs, and SACs), and, when a recommendation for a decision that they have the authority to make is not accepted, the rationale for their decision is provided. In addition, the school board, IAC, and SAC have an appeals process that they can use if they do not agree with the decision.

Those interviewed were asked about the roles and terminology related to the primary responsibility for USAFE and DDESS School Boards (see Table III-10). The question was posed to determine if one set gave the perception of more power and influence. There was no agreement between or within stakeholder groups. Some DDESS

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[26] USAFE Letter to USCINCEUR, Subject: School Board Test and Attachment: School Board Test Guidelines, December 1999.

[27] *Guidelines for the Establishment and Operation of the Two-Year School Board Pilot in USAFE,* Enclosure to ASD(FMP) Letter, Aug 31, 2000.

[28] DoDI 1342.25, *School Boards for Department of Defense Dependent Elementary and Secondary Schools (DDESS),* dated October 30 1996.

stakeholders were not sure that the DDESS School Boards provided oversight. Oversight means supervision; therefore, to the extent that DDESS School Boards perform a supervisory function, they do provide oversight. Many stated that, in reality, both the USAFE and DDESS School Boards encompassed the roles and terminology of both.

F.   ISSUE FOCUS: INSTALLATION SUPPORT OR EDUCATION

A key consideration is the extent to which the school board focuses on installation support issues or educational issues. The primary responsibility of an IAC and a USAFE School Board are identical: The School Board/IAC "may make recommendations and advise the installation commander regarding support provided by the military Services to dependent's schools serving that installation" (see Table III-10). As was previously discussed, six of the eight functional responsibilities of the USAFE School Board are identical to those of the IAC. The only difference is the school board's additional responsibility of dealing with matters within the jurisdiction of the SACs that are forwarded to it. Although the USAFE draft guidelines did not contain a provision for the superintendent to attend the school board meetings, they did contain guidance about communicating recommendations to the superintendent. This differs from the IAC guidance about the communication process, which discusses how to communicate recommendations regarding military support services to the schools. If the installation commander cannot approve or resolve a request, he/she forwards the recommendation to the next higher level of military review. There is no discussion about forwarding any issues from the installation commander to the superintendent. Based on the interviews at USAFE installations, all stakeholder groups stated that most issues were installation support issues. As discussed at the beginning of this section, the assessment of the school board issues (based on a review of school board minutes and the *Headquarters USAFE End of School Year 2001 Report on the School Board Pilot*) indicates that most issues are not focused on educational quality or student achievement. Essentially, they address the same issues that the IAC at those installations addressed before the initiation of the USAFE School Board Test Program.

The responsibilities of a DDESS School Board do not include installation support issues. Installation support is provided almost exclusively through ISSAs, and problems are worked by the district superintendent's staff and installation staff. The superintendents meet regularly with the installation commanders and keep them abreast of any concerns that may arise. In addition, the installation commander (or designee) attends the school board meeting.

G. REPRESENTATION: INSTALLATION OR DISTRICT

A USAFE School Board represents an installation or community. In no case does it represent a district. A DoDDS superintendent has a DAC that assists him/her in assessing issues and concerns and evaluating recommendations submitted by SACs (and, now, school boards). In DDESS, 8 of 11 school boards represent a district and an installation. In the three districts that have multiple school boards, the school boards represent an installation, as required by law, and the superintendent deals with them as separate entities. In the past, each of these school boards represented a district, but consolidation of these small school districts led to the current organization. The three districts that have multiple school boards do not have DACs because they are still treated as separate entities. In the past, there were efforts to consolidate school boards [e.g. Dahlgren, Virginia (one school) and Quantico, Virginia (four schools)], but these efforts did not work effectively. The issues and concerns at each installation were usually different, and parents had a difficult time attending a school board meeting if it was at a different installation. Every LEA has a school board or board of education that represents the community (city or county), which also constitutes the school district (similar to most of the DDESS school districts). This is also true even when a DDESS district superintendent oversees schools at more than one installation since they are separate entities.

Note: Appendix C, Tables C-9 and C-10, provide comprehensive information related to the sections that follow (Training; Meeting Frequency; and Meeting Schedules, Agendas, and Minutes) for every school board. These data provide information on how each school board conducts its operations within the flexibility provided by the governing documents.

H. TRAINING

None of the implementing guidelines, directives, or instructions address training for members of USAFE and DDESS School Board, IACs, or SACs; however, training is provided. The superintendent conducts training for DDESS School Boards. Training for the USAFE School Boards was done by the USAFE-DoDDS Liaison the first year and by the installation SLO this past year. The first year, all principals and Wing Leaders were asked to attend the two-day training session. The principal trains the SAC members. Based on interviews and data submitted by all USAFE and DDESS School Boards, most members received 2 to 8 hours of training at the start of SY 01–02, and it was usually

provided to all members. At some locations, training is provided only to new members, but all members are encouraged to attend.

The training generally addresses the contents of the governing documents. Background and historical information and an explanation about how the organization fits into the operation of DoDDS or DDESS, and DoDEA are provided. Members are told what their specific areas of responsibility are and what areas they cannot address. The legal basis for this is usually explained. During the first year of the USAFE School Board Test Program, school board members also received some instruction on team building and group dynamics. Overall, for this past school year, training that might have made each individual and the group more effective and efficient (e.g., teamwork and collaboration, conflict resolution, effective communications, or similarly related skills and techniques) does not appear to have been provided on a significant level. DDESS School Boards are provided some training on school or district operations (e.g. budget formulation and execution, staffing formulas, and so forth). Based on a review of school board minutes, some of this material appears to have been presented as needed during the school year. Less of this training is provided to SAC members (by the principals) and the USAFE School Board members (by the installation SLO). Little if any information related to ongoing and new initiatives that are being worked within DoDEA, significant changes that will affect the school or district in the coming year, and so forth appears to have been presented during training.

In a national survey of school board members, they were asked if they received training in specific areas. Nearly all school board members indicated they received training on board member roles and responsibilities. Seventy-to-eighty percent received training on board and superintendent relations, leadership skills, legal issues in education, and board accountability. Sixty-to-seventy percent received training on communications, budget/resource allocation, student achievement issues, strategic planning, community engagement, and community collaboration/partnerships. Similar to USAFE and DDESS school board members, these other school board members receive more training on responsibilities and board operations than they do on educational issues. Eighty-to-ninety percent indicated they did not need any additional training when asked about each area.[29]

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[29] Hess, Fredrick M., *School Boards at the Dawn of the 21st Century, Conditions and Challenges of District Governance*, National School Boards Association, May 2002.

Training becomes even more critical because school board and SAC members' term of service is only 2 years and they are limited to a maximum of 2 terms. Of the school board members interviewed, the average number of years that they had been at the installation where they were serving was 3.3 years (USAFE) and 3.9 years (DDESS). SAC members had been at their installations 2.8 years (see Appendix A, Table A-2). Many of the USAFE School Board members reported prior service on a SAC. In contrast, the term length for most of the LEA School Board members is 4 years (69 percent). Twenty-seven percent have terms less than 4 years and 4 percent have terms of 5 to 6 years. Most of the LEA School Board members had served for 2 to 5 years (42 percent), but 31 percent had served 6 to 10 years, and 18 percent had served more than 10 years.[30] Extending the term length or increasing the number of terms a member can serve on a school board, a SAC, or an IAC would not make much difference since most parents move after being at an installation 3 or 4 years. In addition, it does not appear to be necessary since the scope of responsibilities is significantly different from those of the members of an LEA School Board.

I.   MEETING FREQUENCY

The USAFE School Boards are required to conduct regular school board meetings at least one time per school quarter. This is the same frequency requirement that exists for IACs and SACs. Based on interviews, most IACs meet quarterly, but most SACs meet monthly during the school year. All stakeholder groups thought this is adequate. Two USAFE School Boards meet more frequently, but they are finding that they usually do not have enough issues to discuss and are considering adjusting their meeting schedules. Two USAFE School Boards meet less than once per quarter. Stakeholders thought that monthly SAC meetings are beneficial because this allows the principal and SAC to address and resolve issues in a timely manner or forward them to the installation commander or superintendent for action. As mentioned previously, the installation commander usually deals with issues when he receives them, without waiting for an IAC meeting. In addition to public (school board) meetings, all USAFE School Boards also have executive meetings, which are used for planning, organizing, conducting research, and arriving at a position on an issue. They state that this additional preparation allows

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[30]   Hess, Fredrick M., *School Boards at the Dawn of the 21st Century, Conditions and Challenges of District Governance*, National School Boards Association, May 2002.

them to run a more efficient public meeting. Although school board members state that these executive meetings are open to the public, sometimes they are publicized and sometimes they are not. In addition, the by-laws of some school boards address whom they may invite to the executive school board meeting. The USAFE School Board guidelines state that the school board can adjourn into a closed session at the request of a school board president. The guidelines have led to confusion for school boards and other member of the community. Some think all meetings should be open. There are no provisions for closed sessions of a SAC or IAC.

DDESS School Boards meet monthly, which is also deemed to be adequate. The DDESS schools do not have SACs so issues and concerns that cannot be resolved by the teacher and/or principal at school level can still be addressed in a timely manner. The school boards are permitted to have closed executive meetings. Based on interviews, these closed meetings usually coincide with a public (school board) meeting, and, if held, they are done so before or after the public meeting. The purpose of these closed executive meetings is usually for the superintendent to inform the board of some student discipline problem or a serious personnel action (i.e., to make them aware of it, in case they hear rumors in the community).

A review of LEA school board websites in the Washington, DC, metropolitan area indicates that most school boards have regular public meetings (referred to differently by each LEA) twice a month. In addition, each month they hold numerous business meetings and public hearings on special topics. All are announced and open to the public. Many are televised on the local district school cable channel. LEA School Boards have closed executive sessions, usually before a public (school board) meeting. They normally discuss student discipline issues but can also discuss personnel and other issues. At the public meeting, they report on action taken during the executive session in general terms (e.g. "the board voted unanimously to expel a student for use of drugs") and record it in the school board minutes. In a national survey of school board members, the monthly time commitment required by board related duties was 11 to 25 hours for 48 percent of the respondents. Only 12 percent spent less time, and 40 percent spent more time.[31] Given the significant responsibilities of LEA School Boards, as compared with those of USAFE

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[31] Hess, Fredrick M., *School Boards at the Dawn of the 21st Century, Conditions and Challenges of District Governance*, National School Boards Association, May 2002.

and DDESS School Boards, the significantly higher number of meetings per month and time spent on school board business by members is understandable.

J. MEETING SCHEDULES, AGENDAS, AND MINUTES

All USAFE and DDESS School Boards, IACs, and SACs announce the time, date and location of their meetings in advance. This information is usually distributed in several ways (e.g. post/base newspapers, school newsletters, local television stations, school or command e-mails, websites, and bulletin boards). Stakeholders interviewed indicated they were aware of the meeting schedule. They thought that anyone who was not aware of when or where a meeting would occur probably was not interested because the information is certainly available. Anyone can attend these advisory meetings.

USAFE School Boards develop their agenda, with two of them also seeking input from the installation commander and administrators. A DDESS School Board agenda is developed as a collaborative effort between the superintendent and the school board. Parents who are not members provide very little, if any, input for agenda items. Principals at installations that have USAFE School Boards said their input was seldom sought. Principals and the SAC chairman usually develop the SAC meeting agenda.

Within DoDDS, the SAC and IAC agenda are required to be posted in the school's and installation commander's office 1 week before the meeting. This requirement is the same for the USAFE School Board agenda, except for the additional requirement to post it in the superintendent's office. Within DDESS, there is no specified place in which to post the agenda. Many of those interviewed stated they were aware of the agenda, and many stated they were not aware of the agenda. Three of the USAFE School Boards and 12 of the DDESS School Boards indicated that they provide the agenda at the same time as the notice of the meeting, which would provide fairly wide dissemination.

In DoDDS, the minutes from SAC, IAC, and school board meetings are provided to the principals, installation commander, superintendent and component commander within 2 weeks of the meeting. In DDESS, the school board meeting minutes are provided to the Director, DDESS within 10 days of approval. Based on the objective data provided by the school boards, two of the USAFE School Boards post the minutes on their website. DDESS has several ways in which minutes are distributed. All districts make them available in the district and school offices. In addition, some districts also place copies on bulletin boards, include a summary in newsletters or e-mails, post them on websites, and/or provide a copy to the district union president.

All DoDEA districts and schools have websites, and most military personnel and family members have access to the Internet. During the interviews, principals and teachers stated that the parents of nearly all children provide the school with an e-mail address, either at the military member's unit or their home. All district, school board, and school websites where USAFE school boards operate were reviewed to ascertain what information was available about SAC, school board, and DAC meetings, agendas, and minutes. In addition, the school and district websites were searched to see what information was available about their SAC, IAC, and DAC. Appendix C, Table C-11, contains detailed results of the review. Five school boards had limited, current information available on their website or as part of a district website, and one had no information. One school board had developed a good website the first year but had not maintained it. At the district level, one district listed its DAC members, by-laws, and minutes from October 2001; one had a description of the DAC; and two had no information about their DACs. Among the 28 schools, two had good information and a good description of the SAC, seven had no description of the SAC, and the remainder had a brief description. One high school website had comprehensive information about its SAC. One district site had a brief description of an IAC. A search was not done of any military organization that currently has an IAC to see if information about or minutes from an IAC were posted.

A review of LEA school board websites in the Washington, DC, metropolitan area indicates that the school boards publish a meeting schedule of all meetings (i.e., regular meetings, works sessions, public hearings, and special meetings) as a minimum for the current and succeeding month. One projects the schedule through SY 02–03, and two go back 2 to 3 years. Agendas are posted for the current month, with draft agendas for the upcoming month. One school board had no agenda posted, and some school boards had agendas that go back 6 months to 2 years. Meeting minutes are posted after approval at the next board meeting. Summary minutes are posted the day following a regular board meeting. Minutes of past meetings are usually available for 1 to 2 years. One school board only had minutes for the period February–July 2001. Appendix C, Table C-12, indicates what is available on the searched websites.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSIONS

At installations that have two or more schools, USAFE replaced IACs with school boards in an effort to provide an improved way for parents to influence school-system decisions. A measure of how much the school boards have accomplished this goal should be based on an improvement in the quality of education, student achievement, and greater parental involvement. For 2 years, USAFE military leaders, parents, and educators have devoted considerable effort in implementing the school board program. The enthusiasm and support for the program by all stakeholder groups is commendable.

To measure the school board's success in improving educational quality and student achievement, a prolonged study is required. However, the types of issues that the USAFE School Boards addressed are the same types of issues that were previously addressed and are still being addressed within the existing committee and council system in DoDDS. Therefore, the USAREUR and the USNAVEUR did not see a need to change the existing system and thought more effort should be focused on making it work. Before the initiation of the USAFE School Board Test Program, significant educational issues were forwarded through the military chain of command or the education chain of command—or were forwarded simultaneously—and were addressed favorably by DoDEA and OSD. Other issues are still being worked at various levels within DoDEA. While the school boards did address some educational issues, most of the issues that were addressed focused on installation support and issues that were primarily relevant to the installation or community involved. These are important issues that could have been worked within the existing system.

Within DoDDS, a comprehensive system of educational advisory committees and councils begins at the school level, extends through the educational and military chains of command, and culminates with the ASD(FMP). Although parents are excluded from making decisions affecting their children's education, they have the opportunity to serve as members on several of these committees and councils. In addition, they have direct access to the teachers and the principal where their child attends school, the SLO and installation commander where they are stationed, and their SAC and the IAC. They can

also raise issues at town hall meetings and through e-mails and letters to numerous individuals who can subsequently address the issue or direct it to the correct person or office.

The military leaders recognize, encourage and support the need for parents to be involved in their children's education. Based on USAFE data, parental attendance at SAC and IAC meetings increased 245 percent between SY 98–99 and SY 99–00, before the initiation of the school board test. The creation of school boards at the six test installations increased actual direct involvement by 49 percent. This was accomplished by replacing the IAC, which had an equal number of parents and teachers elected from the SAC they represent, with a school board, which was comprised only of parents elected from the community. Only a few parent issues are raised at the school board meetings because most of these issues are resolved at the school level. Parents normally do not attend these meetings unless they have a particular concern they want to address or issue on which they want to influence the outcome. At some installations, getting parents to run for a position on a SAC or school board is difficult. Parents know and use the chain of command in the school. They take their concerns to the teachers and/or principal or address them to the SAC. If they are not satisfied with the action taken, they know they can address the issue to the commander, SLO, or district superintendent, as appropriate. Parental participation in voluntarily attending school board meetings vs. their participation in SAC and IAC meetings has not increased. Parents who want to be involved are involved, and they participate in several levels of advisory organizations.

A USAFE School Board serves the installation/community, not the school district. It is responsible for making recommendations and advising the installation commander; however, they can also make recommendations to the principal (through the SAC) and to the district superintendent. The school board accepts issues from a SAC or from parents, but confusion exists about accepting issues applicable only to one school. In addition, when a SAC or principal has an educational issue, it can be forwarded to the school board and the DAC. This is duplicative and causes confusion. If the procedure is changed to require all educational issues to go through the school board, the process is delayed by the additional layer of review. A superintendent who is required to attend numerous school board meetings is only getting input from an installation rather than the district, even though he/she has a DAC to assist in assessing district-wide educational issues. In DoDDS, the principals routinely interface with the installation commander, but, in DDESS, the district superintendent does that. In DDESS, the school board works directly

with the superintendent, and it represents not only the school district, but also the community. If a USAFE School Board serves an installation, there is no need for a superintendent to attend the meetings. The time that is required to attend all meetings detracts from the superintendent's ability to be the instructional leader of the school district.

Each community needs a forum to focus on school issues. Each DoDDS school has a SAC, as required by law, to advise the principal on school issues. All stakeholder groups stated that the SAC provides a very important function: solving issues at the lowest level, which is where most issues and concerns are addressed and resolved. These stakeholder groups also support having parents and teachers directly involved as partners in the process. The parents and teachers respect each other's position and appreciate seeing an issue from another perspective. Improving schools to improve student achievement is being accomplished by involving parents and teachers in decisions that impact directly on the school and the students. In DDESS, the school board meets monthly so issues and concerns can be addressed in a timely manner, just as they are with a SAC.

The introduction of a full-time SLO over the past 2 to 3 years at most DoDDS and DDESS installations and on most higher level staffs has facilitated timely resolution of issues related to administrative and logistical support problems. The SLO is the liaison between the principal and installation commander and attends all SAC, IAC, and school board meetings. The SLO is frequently in the schools, is known by the parents, and works closely with the commander and his/her staff. The SLO facilitates the resolution of issues by the commander and his/her staff without waiting for a scheduled IAC meeting. Most of the SLOs have gained the confidence of all stakeholder groups and perform their duties in an outstanding manner.

Stakeholders do not have a problem with the inability of any advisory organization to make decisions as opposed to making recommendations and providing advice (SAC/IAC/USAFE School Board) or participating in the development and oversight of policies, procedures, and programs (DDESS). Military leaders and administrators should retain the decision-making authority because they are responsible for the decisions and are held accountable. The relationship established between the leader and the advisory organization is the key to success. A spirit of cooperation and collaboration, a willingness to listen to all sides of the issue, and a supportive and positive attitude will enable that organization to make a difference in the education of children and in the support they receive. Some stakeholders indicated that although recommendations are based on a

majority vote, many recommendations are arrived at through consensus. This does not appear to be a problem. Communications and openness are essential. Some installation commanders and principals have assumed the leadership role in an IAC or SAC, but they must let the system work and allow the elected leader of the organization to be in charge.

Although there may be name recognition with the term "school board," as opposed to SAC or IAC, training is still required so that member parents understand what the organization can and cannot do. No educational advisory organization in DoDEA has the powers of an LEA School Board. The training that school board members receive focuses primarily on the content of the governing documents. Additional training is required on conducting an effective meeting, building a team, collaborating, and resolving conflicts. Members should receive training related to the status of ongoing and new initiatives being worked within DoDEA and any significant changes that will affect the school or district in the coming year. This type of training is even more critical within DoDEA because of the constant turnover and limited tenure of its members Better training and more standardization of training must be provided for members of school boards, SACs, and IACs. Quality training at the beginning of the school year will result in effective meetings that will improve school operations.

The parents of all students need to be educated continuously because of the continuous rotation of military personnel and their families. This is a challenge primarily for the principals because it takes time; however, in the long run, it is time well spent and is important to the success of their school. The schools generally do a good job disseminating information through numerous means, but many parents do not take time to read the material. Parents do not understand the system (e.g., how issues and concerns are handled, even though this process is usually included in the parent handbook, explained at PTSA meetings, and so forth). Educators must be willing not only to explain policies and procedures, but, more importantly, the rationale for why things are the way they are. Therefore, the educators must also understand the rationale for decisions and changes. Parents also need to be better educated about the SAC and IAC purpose and process. They need to know the responsibilities and limitations of these organizations, when and where these organizations meet, how they can become a member, and how they can present an issue or concern.

The time, date, and location of school board, SAC, and IAC meetings have to be announced publicly at least 1 week in advance. However, the meeting agenda does not have to be announced publicly. The agenda is required to be available in the office of

each school, the district superintendent, and the installation commander at least 1 week before the meeting. Providing the agenda along with the announcement of the meeting would allow parents to know what issues will be addressed or what presentations will be made at the school board meeting and give them an opportunity in advance to decide whether they want to attend because of an interest in the issues or presentations. Meeting minutes are not readily available to the parents or other interested stakeholders. They must make an effort to obtain a copy of the minutes. The meeting minutes should be widely disseminated so all stakeholders know the issues and concerns, the actions being taken, and the status of programs and projects.

The purpose of the councils, committees, school boards, and schools officers is to promote communications and problem-solving among school administrators, military leaders, and local advisory groups. Leaders must be willing to listen, to understand concerns, to act on recommendations and advice, and to provide feedback. If a recommendation is not accepted, a good reason and an explanation should be provided. If parents and teachers feel that they are making a difference and if the educational and military leaders are working with them, the process will be successful. If the councils, committees, and school boards function properly, they can be a powerful force in improving the quality of education in the DoDEA school system.

B. RECOMMENDATIONS

- Discontinue the USAFE School Board Test Program

- Maintain the SAC, IAC, and DAC system in DoDDS and school board system in DDESS

- Require issues sent by a principal to a DAC or an IAC to be endorsed by a SAC to ensure broad support from parents and teachers

- Ensure that all leaders adhere to the established timelines for processing recommendations and guidance for informing the committee that made the recommendation on the status thereof

- Continue to educate parents on how they can be involved effectively in their children's education

- Develop standardized and comprehensive training packets for use in training advisory organizations

- Have the principal at DDESS installations that have only one school represent the superintendent at school board meetings

- Review and update all school and district websites to ensure current and correct information is posted

- Review, update, and consolidate all documents that govern the operation of committees, councils, and boards.

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GLOSSARY

AAC	Area Advisory Council
AAFES	Army and Air Force Exchange Service
AB	Air Base
ACDE	Advisory Council on Dependents' Education
AFB	Air Force Base
AFRTS	American Forces Radio and Television Service
ASD(FMP)	Assistant Secretary of Defense (Force Management Policy)
ASG	Area Support Group
AVID	Advancement Via Individual Determination
CCAC	Component Command Advisory Council
CCC	Component Commanders Conference
CONUS	Continental United States
CSP	Community Strategic Plan
DAC	District Advisory Council
DASD(MC&FP)	Deputy Asstistant Secretary of Defense (Military Community and Family Policy)
DDESS	Domestic Dependent Elementary and Secondary Schools
DEC	Dependents Education Council
DoD	Department of Defense
DoDD	Department of Defense Directive
DoDDS	Department of Defense Dependent Schools
DoDEA	Department of Defense Education Activity
DoDI	Department of Defense Instruction
ECAPTS	European Council of American Parents, Teachers and Students
ERIC	Educational Resources Information Center
ES	Elementary School
ESC	European Schools Council

FEA	Federal Education Association
HS	High School
IAC	Installation Advisory Committee
IDA	Institute for Defense Analyses
ISSA	Inter-Service Support Agreement
JCS	Joint Chiefs of Staff
JHS	Junior High School
LEA	Local Educational Agency
LNO	Liaison Officer
MILCON	Military Construction
MS	Middle School
NAEP	National Assessment of Educational Progress
NSBA	National School Board Association
NTE	Not to Exceed
ODAC	Okinawa District Advisory Council
OFT	Overseas Federation of Teachers
OSD	Office of the Secretary of Defense
PE	Physical Education
PL	Public Law
PTO	Parent-Teacher Organization
PTSA	Parent-Teacher-Student Association
RAF	Royal Air Force
SAC	School Advisory Committee
SB	School Board
SBM	school-based management
SIT	School Improvement Team
SLO	School Liaison Officer
SO	Schools Officer
SY	School Year
TBD	to be determined
TEC	Theater Education Council

TOY	Teacher of the Year
U.S.C.	United States Code
USAFE	United States Air Force Europe
USAREUR	United States Army Europe
USCINCEUR	United States Commander in Chief, European Command
USD(P&R)	Under Secretary of Defense (Personnel and Readiness)
USEUCOM	United States European Command
USNAVEUR	United States Navy Europe
VTC	video teleconferencing

APPENDIX A
DEMOGRAPHICS OF INDIVIDUALS INTERVIEWED

Table A-1. Distribution of Military Leaders and Civilian Staff/
School Liaison Officers Interviewed

Military	O-9	O-8	O-7	O-6	O-5	E-9	Total Military		Civilian Staff	Civilian SLO
By Service										
Joint				1			1			1
Army	1	1		1	3		6		5	6
Navy		1		3			4			1
Air Force			1	9	1		11		1	11
USMC				1	1	1	3			
Total	**1**	**2**	**1**	**15**	**5**	**1**	**25**		**6**	**19**
By Location										
Germany	1	1		5	3		10		5	12
Italy				1			1		1	2
England		1	1	6	1		9			3
Spain										1
Turkey										1
CONUS				3	1	1	5			
Total	**1**	**2**	**1**	**15**	**5**	**1**	**25**		**6**	**19**
By Position										
Cdr/Dep Cdr	1	1	1	8	4		15		1	
Staff		1		7	1	1	10		5	19
Total	**1**	**2**	**1**	**15**	**5**	**1**	**25**		**6**	**19**

Table A-2. Distribution of Parents Interviewed

Parents	SB	SAC	Neither	Total	Children
By Base					
Army	4	20	32	56	125
Navy	0	8	11	19	35
Air Force	27	22	22	71	139
USMC	7	0	9	16	39
Total	**38**	**50**	**74**	**162**	**338**
By Location					
Spang/Bitburg	8	6	4	18	35
Kaiserslautern	6	8	1	15	32
Baumholder		4		4	10
Wiesbaden		6	5	11	24
Heidelberg		5	11	16	35
Germany	**14**	**29**	**21**	**64**	**136**
Aviano	4	2	6	12	24
Vicenza		5	6	11	26
Naples		6	6	12	23
Italy	**4**	**13**	**18**	**35**	**73**
London		2	5	7	12
Alconbury	5	3	6	14	26
Lakenheath	3	3	5	11	21
England	**8**	**8**	**16**	**32**	**59**
Ft. Benning	1		5	6	12
Ft. Campbell	3		2	5	13
Ft. Bragg			3	3	5
Camp Lejeune	7		9	16	39
Robins AFB	1			1	1
CONUS	**12**	**0**	**19**	**31**	**70**
Total	**38**	**50**	**74**	**162**	**338**

Military	Army	Navy	Air Force	USMC	Total
O-6		3			3
O-5	4	1	2		7
O-4	2		1	1	4
O-3			1		1
CW3	2				2
E-9			1		1
E-8			1		1
E-7	1		5		6
E-6	1	1	6		8
E-5			2		2
Total	**10**	**5**	**19**	**1**	**35**

Military Member Serving on:
13 - USAFE SB
4 - DDESS SB
9 - DoDDS SAC

Yrs members interviewed have been at current installation:
3.3 - USAFE SB
3.9 - DDESS SB
2.8 - DoDDS SAC

Other Parental Involvement:
Classroom Volunteer
PTSA/PTO Pres, VP or Mbr
Tutor
Sch Improve Ldrship Tm
Substitute Teacher
Mentor
District Advisory Council
Area Advisory Council

Location of Previous Assignment	
27 States	11 Countries
Alabama	Azores
Arizona	Belgium
California	Egypt
Colorado	England
Deleware	Germany
Florida	Italy
Georgia	Japan
Hawaii	Korea
Illinois	Norway
Kansas	Okinawa
Kentucky	Turkey
Louisiana	
Maryland	
Mississippi	
Nevada	
New Jersey	
New Mexico	
North Carolina	
Oklahoma	
Oregon	
Rhode Island	
South Carolina	
Texas	
Utah	
Virginia	
Washington	
West Virginia	

Table A-3. Distribution of Administrators Interviewed

	Asst Prin	Principal	Asst Supt	Supt	Dist Ofc	DoDEA/OSD	Total
Base							
Army	6	23	3	5	12		49
Navy	2	3	0	0	0		5
Air Force	3	23	1	4	1		32
USMC	0	8	0	2	7		17
Other						6	6
Total	**11**	**57**	**4**	**11**	**20**	**6**	**109**
By Location							
Spang/Bitburg		5		1			6
Kaiserslautern	1	8		1	1		11
Baumholder		4					4
Wiesbaden	3	4					7
Heidelberg	1	4					5
Germany	**5**	**25**	**0**	**2**	**1**		**33**
Aviano		3					3
Vicenza	2	2		1			5
Naples	2	2					4
Italy	**4**	**7**	**0**	**1**	**0**		**12**
London		1					1
Alconbury	1	2					3
Lakenheath	1	4	1				6
England	**2**	**7**	**1**	**0**	**0**		**10**
Korea			1	1			**2**
Okinawa				1			**1**
Ft. Benning		3	1	1	3		8
Ft. Campbell		2	1	1	5		9
Ft, Bragg		4		1	4		9
Camp Lejeune		8		1	7		16
Quantico MCB				1			1
Robins AFB		1		1			2
DoDEA/OSD/Other						6	6
CONUS	**0**	**18**	**2**	**6**	**19**	**6**	**51**
Total	**11**	**57**	**4**	**11**	**20**	**6**	**109**

Also Interviewed: Deputy Director, DoDEA for DoDDS-Europe, DoDDS-Pacific, and DDESS

Table A-4. Distribution of Teachers Interviewed

	ES		MS		HS		Total	SAC	Union
	Teacher	Other	Teacher	Other	Teacher	Other		(Included in total)	
By Base									
Army	30	3	9	3	16	2	63	21	4
Navy	6	0	5	0	8	1	20	6	3
Air Force	24	2	8	3	8	0	45	19	7
USMC	8	3	1	0	1	0	13	0	1
Total	68	8	23	6	33	3	141	46	15
By Location									
Spang/Bitburg	3	1	3	1	2		10	10	
Kaiserslautern	7	1	3	1	1		13	4	2
Baumholder	4				1		5	1	
Wiesbaden	1	1	2		5	1	10	5	
Heidelberg	13		3	2	6		24	10	1
Germany	28	3	11	4	15	1	62	30	3
Aviano	2		1	1			4	2	2
Vicenza	4	1	3		3	1	12	5	
Naples	6		3		5		14	4	2
Italy	12	1	7	1	8	1	30	11	4
London			2		3	1	6	2	1
Alconbury	5				5		10	3	2
Lakenheath	7		1				8		1
England	12	0	3	0	8	1	24	5	4
Ft. Benning	6	1					7		1
Ft. Campbell	2		1	1	1		5		2
Camp Lejeune	8	3	1		1		13		1
CONUS	16	4	2	1	2	0	25	0	4
Total	68	8	23	6	33	3	141	46	15

SAC Members

# yrs at current installation	0-5	6-10	11-15	16-20	21-25	26-30	31-35	Total
# Teachers	17	13	5	7	2	1	1	46

Other - includes counselors, social workers, psychologists, etc.

69% of all DoDDS teachers interviewed have taught at more than one installation

98% of all DoDDS teachers interviewed have taught in CONUS

Table A-5. Interivew Locations and Number of Interviews Conducted

Location	# Interviews
Spangdahlem AB	6
Baumholder	4
Kaiserslautern Military Cmty	11
Wiesbaden	6
Heidelberg	9
Germany	**36**
Aviano AB	4
Vicenza	6
Naples	5
Italy	**15**
London	2
RAF Dawes Hill	4
RAF Alconbury	9
RAF Lakenheath	7
England	**22**
Korea	**1**
Okinawa	**2**
Ft. Benning	6
Ft. Campbell	8
Ft. Bragg	7
Camp Lejeune MCB	8
Robins AB	4
Quantico MCB	1
DoDEA/OSD/Other	6
CONUS	**40**
Total	**116**

APPENDIX B
SUMMARY OF INTERVIEWS

APPENDIX B
SUMMARY OF INTERVIEWS

This summary of the interviews is organized by the major topics discussed. While the summary may contain some comments that are factually incorrect, these comments are provided so that the reader can assess the extent to which misperceptions exist. The summary of each topic indicates the general thoughts and opinions of each stakeholder group and reflects positive and negative comments.

A. AWARENESS OF SCHOOL BOARDS, INSTALLATION ADVISORY COMMITTEES (IACs), SCHOOL ADVISORY COMMITTEES (SACs), AND DISTRICT ADVISORY COUNCIL (DACs)

Most of the military leaders and parents interviewed were familiar primarily with the system currently in place at their installation. Some of the Air Force leaders and School Liaison Officers (SLOs) had been at installations that had an IAC and, therefore, could draw some comparison. Most of the military leaders at Army and Navy installations in the Department of Defense Dependent Schools (DoDDS) system were familiar only with the IAC since none of these installations were testing school boards; however, some had been at Domestic Dependent Elementary and Secondary Schools (DDESS) installations and were aware of that school board system. Most of the military leaders and parents had been assigned where there was a Local Educational Agency (LEA) School Board, were generally aware of its role in the education system, and could discuss some comparisons. DoDDS administrators and teachers were aware of the LEA School Boards and the IAC system. Those located at United States Air Force Europe (USAFE) test sites were aware of the school board program and discussed some comparisons between the USAFE School Board and an IAC. The DDESS administrators and teachers were knowledgeable about the school board on their installation and the adjacent LEA School Board operations. All individuals interviewed in Europe were aware of the SAC and its general responsibilities. All groups in DoDDS, except parents, were fairly familiar with the role

of the DAC and the Component Command Advisory Council (CCAC). There was no discussion about the higher-level advisory councils.

B. THE NEED FOR SCHOOL BOARDS IN USAFE

There was a perception that administrators (principals and superintendents) were withholding information from parents. The parents were asking questions about the education of their children because they were interested. The purpose of the school board was to pull the community together and get more parents involved so they would have a better understanding of the actions taken by the Department of Defense Education Activity (DoDEA). The USAFE Commander did not think parents understood what the SAC and IAC did, but they did understand school boards because of their exposure to them in the states. He thought that the existing system and process were flawed/tainted by the parents' experience, so something different was needed. The objective was to get more parents to participate and get DoDEA to respond more readily to parental concerns.

C. BACKGROUND

In the past, the principal was viewed as the gatekeeper on decisions and information. If a principal supported a recommendation, it would be approved or forwarded to the superintendent for approval. If the issue was controversial or the principal did not want to address it, he/she would tell the parents that DoDEA could not do it or that DoDEA would not let him/her do it.

1. USAFE

USAFE went to DDESS to discuss lessons learned and to get school board training information, but the school boards at DDESS installations were not visited. Even though DDESS installations that have only one school do have school boards, the USAFE installations that have only one school were not included in the USAFE School Board Test Program because the DoDEA General Counsel told USAFE they could not do it. To change a SAC to a school board requires a change in legislation, but to change an IAC to a school board requires only a change to the Department of Defense Instruction (DoDI), which can be done by the Office of the Secretary of Defense (OSD). In addition, USAFE did not think it was necessary to have a superintendent attend a school board meeting if he/she only represented one school. At those installations that have only one school, the SAC is also the IAC. Because of a desire to try to resolve issues at the lowest level, there was no intent to eliminate the SAC by combining the SAC and IAC into a school board.

The USAFE School Board guidelines were written using DoDI 1342.15, *Educational Advisory Committees and Councils,* as a guide. Parents would be the only voting members of the board. No education professionals could serve on the school board. The school board provides advice and recommendations to the installation commander, the district superintendent, and the principals. Procedures were established to ensure that the school board had adequate opportunity to have its recommendations implemented or, if not approved, to appeal to the appropriate higher authority.

The USAFE DoDDS Liaison Officer (LNO) gave training centrally to all school board members for School Year (SY) 00–01. They asked all principals and wing leaders to attend the 2-day session. In SY 01–02, the USAFE DoDDS LNO trained the SLO via video teleconferencing (VTC). The SLO, in turn, trained the school board members. The topics included details about roles and responsibilities, procedures, limitations, team building, and group dynamics.

2. United States Army Europe (USAREUR)

In the late 1990s, educational issues were contentious, but they are less so now. When USAFE wanted to try the school board concept, there was no ground swell of community interest in USAREUR for school boards. They were concerned that parents' might expect a school board similar to those in LEAs, but those expectations could not be met. They did not want to raise parent expectations about being involved in hiring and firing of school personnel, budget decisions, and so forth. There was no need for a new system because one was already in place. USAREUR wanted to work within the SAC and IAC system and resourced an SLO in every community. They believed that parents, teachers, and administrators each have a voice by working within the existing system. At the end of the school board program's first year, USAFE briefed the USAREUR CCAC. There was still no interest in changing from IACs to school boards. According to the Area Support Group Commanders (ASGs) and SLOs, most parents were satisfied with the existing system and were becoming more satisfied over time. USAREUR and DoDDS diligently worked school issues and saw improvements. They were partners with DoDDS in the education process. They see DoDDS administrators as being much more open and proactive. There is much more communication and information sharing.

3.   United States Navy Europe (USNAVEUR)

USNAVEUR was also not in favor of experimenting with a school board concept. In the summer 2001, USAFE briefed the school board concept at the USNAVEUR CCAC. Attendees did not believe that anything related to education would be better because of the school board program. The SAC/IAC system was being revitalized, and they did not see a need to change it. The base commanders thought the current concept was sound and that an effort should be made to strengthen rather than change it.

D.   PARENTS ROLE/PARTICIPATION

1.   Military

The military hoped that parents who were not school board members would become more involved. The objective was a 100-percent increase in parental participation. When parents are satisfied, they do not attend school board or SAC meetings. Attendance is based on the issues addressed. For example, parental attendance at school board meetings increased after September 11, 2001, because of security concerns.

Some commanders disseminate information about school board meeting time and place to the chain of command and in an installation-wide e-mail. However, attendance is still sporadic.

Many parents did not vote for school board members even when they were provided ballots.

Parents know the chain of command (teacher, principal, SAC, SLO, commander and superintendent), and they use it. Parents focus their energy where their child is located. Teachers do not intimidate parents. Active parents in the school feel they have a voice. Some parents like to complain, but they are not willing to get involved. Those who are interested get involved and participate. Parents who come to the commander about a school issue are encouraged to discuss it first with the teacher or principal.

There is some perception that military members on the school board can be influenced by the military chain of command.

2. School Board Members

Parental involvement is directly related to the issues. When an important issue is on the agenda, parents attend school board meetings; however, the turnout for meetings is usually low. Getting parents to attend meetings is difficult.

Parents who are school board members may be less intimidated than parents on a SAC or an IAC when dealing with teachers, principals, and commanders.

Parents feel comfortable coming to school board meetings and view it as an opportunity to have their concerns and recommendations considered, not just heard. Parents often bring issues to school board members individually, rather than attend a meeting.

Some parents are disillusioned when they attend a school board meeting because they do not see any decisions being made. Most parents know they can go to the teacher and principal, or are encouraged to do so if they do not know.

Lack of participation is not a problem because parents are busy, and it is assumed they are satisfied with what the school board is doing. There are not many parents interested in being a school board member.

3. SAC Members

Parents know issues can be presented to the SAC. It is explained in newsletters and school handbooks. Parents only attend a SAC meeting if they have an issue.

Attendance at school board meetings has dropped off since they were first initiated. The parents can address issues in several ways, but many parents are not aware of them even when they are well publicized.

Parents are encouraged to solve problems at the lowest level. At some schools, there are always parents willing to serve on a SAC, and, at other locations, finding replacements for departing SAC members is difficult.

Getting more parents involved is difficult.

4. Parents

Not many parents attend school board meetings, but they will attend if there is an issue that is important to them. It seems as if more teachers attend than parents. Parents

do not see a need to attend school board meetings if they have the impression that the schools are doing a good job educating their children.

Parents are confused about what the school board does. Sometimes parents are told they cannot present an issue because it is a SAC issue. When an issue is brought forward, parents must believe that it will be considered, action will be taken, decisions will be explained, and so forth. Parents become disenchanted when they do not see this happen.

Some parents view the school board as powerless since it does not make any decisions. If parents are happy with their child's education and with their child's teacher, other issues are sometimes irrelevant.

Some parents may not know or understand the purpose of the SAC, but, if they have a concern, they will talk to the teacher or principal. They think they have a voice. The SAC is a forum for parents and teachers, but there is little participation by nonmembers. Getting parents to run for the school board or SAC is difficult.

5. Administrators

Most parents and teachers attend meetings only if there is an issue that is important to them. Usually, more teachers and administrators attend the school board meetings than parents. If the school board rotates the location of meeting from school to school, usually only parents from that school attend. When the school boards first met, many parents attended the meeting, but fewer attend now. Most parents take an issue to the teacher or principal first because they understand the chain of command. Most issues are resolved this way. Parents will bring an issue to the SAC.

It is hard to get parents to serve on a school board or SAC. Many parents do not want to be involved in child's education.

6. Teachers

High turnover of parents requires the continual education of new parents to understand the system for addressing issues and concerns.

The attendance at school board meetings is very low. If school boards were established to provide a more effective voice for parents, it is unfortunate that the parents do not take advantage of it. There is no reason to assume that parents who do not come to a parent-teacher conference, who will not talk to a teacher or principal, or who will not

attend a SAC or Parent-Teacher-Students Association (PTSA) meeting will attend a school board meeting. The key is the parent's commitment to their child's education.

Getting parents to serve on a SAC is difficult. Parent members of the SAC are outspoken in a constructive way and raise most of the issues. A SAC tries to focus on school-wide issues. If it is an issue with a certain teacher, parents are encouraged to talk to the teacher first.

E. VALUE OF THE SCHOOL BOARD

1. Military

The school board provides a separate, objective, and independent review of the issue before a recommendation is made to the installation commander. It is another forum in which parents can ask questions and express and discuss issues with senior military and educational leaders. Since only parents are members, some see the school board as eliminating an undue influence of educators. The school board pulls the stakeholder groups together because they all have representatives who attend the meeting (e.g., parents, installation commander, superintendent, principals, and teachers).

When people are asked how well the school boards are working, opinions are mixed. School boards take more time than the IAC to gather, assess, and evaluate information and make recommendations.

The school board is looking for an identity. Since the school board does not have any big issues to address, they are trying to determine their purpose. How well the school board functions depends on the members and, more importantly, the president and how much initiative and leadership he/she exhibits.

The school board could serve a valuable function, but many parents do not participate or support the efforts. They see LEA School Boards as having decision-making authority and power over personnel, budget, curriculum, and so forth. Parents may think they have greater control and influence, but that may not reflect reality.

The installation and schools may not have done a good job explaining what the school board does in terms of representing all schools. No value has been added because of the establishment of school boards. Except for a name change and a change in membership, there appears to be little practical value in improving education.

2. School Board Members

The school board is a good forum for the community, while the SAC is a good forum for each school. Parents understand what a school board does but do not understand what an IAC does. The school board is an open forum, while the IAC is not. This openness leads to greater accountability and provides good visibility of issues.

School board members think they get more input from parents than an IAC gets and that the school board provides an improved mechanism for parents to raise issues and concerns. School boards think they have good access to and relationships with the installation commander and superintendent. The school board can take more time to research an issue than an installation commander can take. The installation commander can educate the school board about an unpopular issue or decision and gain its support to inform the community.

The school board is still wresting with its role and struggling to determine how to be more productive. Because the community is so integrated with schools, not many lower-level issues come to the school board. Most of the issues are related to installation support rather than directly to education. The school board is waiting for something to do.

A school board is probably not needed at a small installation, or, if there is one, the SAC should be eliminated. The school board can explain to parents the process for dealing with issues and concerns. It has evolved into an information forum, but not many parents attend meetings to hear the information presented. School boards should represent the community, not the district.

3. SAC Members

The school board allows parents two options to address issues: the SAC for school issues and the school board for broader issues that affect more than one school. Some parents are not sure what the school board does and see little communication between the SAC and school board. Some SAC members are not sure a school board is needed since most issues are solved through the SAC.

Some issues that seem like they could be acted on immediately are deferred to a later meeting, thus slowing down the resolution process and frustrating the parents. Most parents are confused about the differences between USAFE School Boards and LEA School Boards. Parents are not sure what they can discuss at school board meetings.

SAC members see the school board as moving away from the effort to establish a meaningful school-home-community partnership. The two largest constituencies for education are parents and teachers, and both should be represented.

4. Parents

Parents are not sure of the benefit of a school board. The school board does not seem to have a good understanding of what it can and cannot do. Parents are frustrated when issues and complaints presented during the open time of the school board meeting cannot be resolved, are deferred, or not addressed.

Not being able to discuss personnel issues causes considerable confusion and frustration. Parents sometimes view the school board as slowing the process toward resolution. Since the school board only addresses issues affecting more than one school, many one-school issues that only the installation can handle are sent back to the SAC. School boards think that problems should be solved at the school level if possible.

School boards are now showcasing school programs because there are no issues to address. They are not trained in facilitating a meeting or handing conflict resolution. Why have a school board when the DAC exists to deal with educational issues. Parents would not favor the creation of a district school board, rather than an installation school board, because parents at each installation have different issues and concerns. They like to have teachers involved so they can provide clarification of issues from the teacher's perspective.

5. Administrators

The school board generally works the same issues as an IAC or DAC. Important issues (e.g. full-day kindergarten, counselor and psychologist staffing, 18:1 pupil-teacher ratio, and so forth) were worked by the military and DoDEA before the existence of school boards. Issues that are important do get to the appropriate level for decision.

The quality and value of the school board varies with its leadership, and some school board presidents have been better leaders than others have.

A school board dealing with an educational issue only provides an installation view, but a DAC provides a district-wide view, builds consensus, gets input, provides feedback to the communities, and so forth. The school board is duplicative of the DAC for educational issues and delays getting issues to the DAC.

The school boards can be influential and provide good perspectives on issues. Even if an installation has a school board, the goal is to solve issues at school level. School boards serve as a good link to the community and can help get information to parents. It would not be good to have a school board represent multiple installations because each community has different needs.

USAFE does not have the sense of community that a DDESS district or an LEA district has. On an installation, the success of a school board depends on the response of the administrator and commander. Most issues are support rather than education oriented. Very few issues are related to student achievement. The value of a school board is diminished if the process does not expedite decision-making and implementation of action. The different parents on the school board provide a fresh look at an issue, but more explanation and time may be required to resolve issues. Some issues remain open a long time without any action by the school board. Sometimes issues are presented at a school board meeting with erroneous information. This misinformation is corrected later, but, when it is not made public, the credibility of the educators or schools is damaged.

The school boards want to make a difference but seem to have an identity crisis and are not sure of their role. They are not viewed as making a significant difference in the education of the children they represent. Some parents may feel more comfortable taking issues to the school board, but some issues that can be solved by a SAC are addressed first at school board.

6.   Teachers

Teachers think parents have a misperception about the amount of power the school board has. The school board seems to be unclear about what they can do. Parental support for school boards seemed to be considerable when they started, but it has lessened over time. Most issues now seem to be complaints or to focus on installation problems that could be resolved by an IAC or a SAC. The same information that is disseminated can just as easily be disseminated at a SAC or PTSA meeting.

Teachers do not understand how the school board can make good recommendations without their input. If the intent is to get more parents involved, they do not see that happening.

At most DDESS School Board meetings, the members are provided information about issues and programs. They provide information to and from the community. The school board is a forum to address parental issues. It is needed so parents in the

community have a say in education. School board members are asked for their input, and their opinions are taken seriously.

F.   VALUE OF THE IAC

1.   Military

The IAC process works. To some degree, the IAC is duplicative of the SAC because representatives from each SAC are members of the IAC. Commanders with IAC experience thought there was a good relationship with the schools and good involvement by the community. Important issues are worked as they occur without having to wait and address them at a quarterly meeting. The installation commander gets first-hand information directly from the SAC and principals. The principals are active participants in IAC meetings and are also involved in monthly or quarterly community information meetings.

Parents also have a voice in the IAC process. They have access and can raise issues to the commander through the SLO, hot lines, family readiness groups, open door policy, and so forth. The SLO is a link between the commander, the community, and the schools. He/she is usually in the schools every day, attends SAC meetings, provides information to parents, and gets issues started toward resolution, if necessary, without waiting for an IAC meeting.

Each school retains a voice at IAC meetings. Although an IAC is required, most power is in the SAC. There is no need for an IAC in DDESS because most support is handled through an Inter-Service Support Agreement (ISSA). The installation commander on a Continental United States (CONUS) installation is also concerned about the off-post schools.

2.   SAC Members

SAC members do not think the system is broken. They like the idea that the school IAC representatives provide feedback on issues addressed and actions taken at the IAC. A lot of effort goes into making the SAC/IAC process work. The IAC and the commander are fairly responsive to SAC requests. The key is the active involvement of the commander. Having the same parents on the SAC and IAC allows them to explain the facts of an issue because they understand the issue and the discussion that was held during the SAC meeting. The school board may not be as aware of an issue as a SAC member who takes it to an IAC meeting. It is good to have teachers at the IAC to explain

issues from their perspective. They have longevity and can provide insights to the commander and parents who come and go every 2 to 3 years.

3. Parents

Parents like the current SAC/IAC arrangement and see no need for change. At locations where the IAC may not function as well as it could, it is probably better to make the system more effective and efficient than to change it.

The SLO plays a unique role not found in a LEA. The IAC integrates parents, teachers, and the installation commander. The installation commander works hard to resolve issues.

4. Administrators

The IAC provides an opportunity to get common issues resolved. A school board only takes issues that are applicable to more than one school, but the IAC can handle a one-school issue if it is the responsibility of the IAC to address. With the SAC, IAC, and DAC, there is a clear delineation of where to forward issues. A principal can usually take SAC issues that need to be resolved by the IAC directly to the commander, or the through the SLO, without waiting for a quarterly meeting. Feedback is provided at the IAC and a determination can be made to see if other schools have a similar problem.

At some locations, the installation commander runs the IAC rather than an elected parent or teacher, but it does not seem to cause a problem. At some IAC meetings, the commander's staff also attends, so questions can be addressed, answered, and resolved. The IAC functions well as long as the commander is interested and involved. Teachers on an IAC can explain, clarify, and provide their perspective on issues to the commander.

5. Teachers

The IAC and DAC can accomplish the same thing a school board does.

G. VALUE OF THE SAC

1. Military

Eliminating the SAC would not be a good idea. Issues raised by SACs have been taken to the IAC and forwarded to the CCAC, the European Schools Council (ESC) and the Dependents Education Council (DEC) for resolution. The system works. The SAC

and IAC (vs. the CCAC and ESC) handle most issues. The key is to solve issues at the lowest level, and this is being accomplished.

Parents usually go to the school first to discuss problems or concerns with the teacher and/or principal. Schools can disseminate a lot of information at a SAC meeting. Information from a school board or IAC meeting can also be disseminated. At an installation that has only one school, a SAC/IAC is all that is necessary. There is no need for a school board.

When members are not well trained or the principal is not a proactive supporter, the SAC is not very effective. The SAC can make a case to the installation commander, and he listens. The SAC is briefed on the budget and sees how it is spent at school level. Key issues about improving school activities are better suited for resolution at school level.

2.   School Board Members

The SAC should not be eliminated. Issues from the SAC or issues that the commander receives by e-mail, from the hotline, or his/her open door policy can be referred to the school board.

3.   SAC Members

The SAC works well. SAC members like the parent/teacher collaborative effort in the SAC. Parents have learned that the SAC is effective and are not reluctant to bring issues to it. Keep it to resolve issues at lowest level.

The SAC is an open forum for finding solutions, with parents and teachers working together. Few issues need to go to the IAC. The SAC is good forum for parents and provides them an adequate opportunity to voice concerns. It provides way for parents to express frustration and get clarification of policies and procedures. Most issues brought to a SAC come from the parents.

Information about the SAC is available to parents in school newsletters and handbooks, but many parents do not read the material. The SAC allows parents access to two chains of command: military and education. The SAC accepts issues from anyone and recommends how these issues should be handled. A critical individual in the SAC process is the SLO. He/she are very effective in helping work issues for parents.

4. Parents

Parents know they can take an issue to the SAC. It provides them an adequate way to voice concerns and get feedback. They are pleased with their access to the SAC and its individual members. Since parents can express concerns at the SAC, they do not know what the school board's value added is.

Most parents understand the chain of command and realize problems are best solved at the lowest level. They know about the SAC through newsletters. They like the teacher input at SAC meetings. The principal hears all sides of an issue, can make a decision, and explain the rationale for the decision. However, some parents think they are not listened to when they take an issue to the SAC.

5. Administrators

Regardless of whether there are IACs or school boards, the SAC should remain. The SAC is an effective organization, and the level at which most issues are resolved. Parents do not see the need for a school board if the SAC solves issues. The SAC is a good sounding board for the principal who has been empowered to make more decisions. Before principals forward an issue to the district superintendent, the SAC should endorse it to confirm broad support.

More collaboration occurs between parents and teachers on the SAC than occurs between parents (on the school board) and teachers. At an installation that has only one school, a SAC is better than a school board.

Sometimes parents are cautious about what they say in meetings with teachers and are frustrated if they cannot get teachers to go along with their ideas. Most parents who have concerns bring them to the school (teacher or principal) or the SAC.

6. Teachers

The SAC is a good forum for communications and problem-solving. The SAC should exist so issues can be solved at the school level. The SAC links parents, educators, and the military. If parents feel welcome, they will not complain but will discuss concerns. A well-run SAC is a good team working together. At SAC meetings, teachers do a lot of explaining of how why, what, and so forth. This is useful for the parents.

SACs need more training on how to deal with substantive issues. Many SAC issues are more related to school operations than education.

H.   SUPERINTENDENT PARTICIPATION IN SCHOOL BOARD MEETINGS

1.   Military

They are not sure a superintendent needs to attend a school board meeting at installations that have only one or two schools. Some installation commanders see no need for a superintendent to attend school board meetings. Others think it can be useful to have both the commander and superintendent attend school board meetings so both are aware of the issues and concerns. They understand that the superintendent may have difficulty attending all meetings, but he/she brings a different perspective to the meeting than the principals do. It is good to have him/her brief new programs or changes in programs and to see what is going on in the district. It is important for the superintendent to visit the installation and the schools.

2.   School Board Members

The school board wants the superintendent to attend because it is necessary to have the senior military leaders and educators working closely together. If the superintendent attends, he/she is receptive to advice and recommendations. It works all right if the assistant superintendent attends, but there is less impact when only the principals attend. The superintendent brings more experience and a broader perspective.

It is not a problem if the superintendent is not able to make a decision at the school board meeting, and the process works even if the superintendent does not come. However, some feel that the school board gets more support at installations where the superintendent is located.

3.   Administrators

The superintendents do not need to attend all school board meetings since they represent an installation, not a district, and most issues relate to the installation. The DAC exists to deal with district-wide educational issues. Issues that come to the superintendent from a school board rather than from a SAC slow down the process.

The superintendent does not need to be at school board meetings since he/she meets with the installation commander periodically. The superintendents are seldom asked to make a presentation as part of the agenda, although they do make remarks about ongoing actions. The school board does not usually seek principals' input or comments, even though they are expected to attend the meetings. When possible, the superintendents

want to attend school board meetings to hear the discussion of educational issues, but it is impossible to attend all meetings. It may be difficult for the principal to make decisions on behalf of the superintendent, because it may impact the entire district.

If school boards were implemented throughout DoDDS, trying to attend every school board meeting would be a drain on district resources of time and money. Superintendents can get conflicting recommendations if a district has multiple school boards.

DDESS superintendents spend considerable time related to school board operations (e.g., development of agenda, researching background information on issues, responding to inquiries, attending meetings, meeting with the school board president, and conducting training). It is difficult for superintendents to attend school board meetings when there are multiple installations with school boards. It is difficult to be the instructional leader of the district if too much time is spent with school boards. In DDESS, the superintendent, not the principals, deals with the installation commander, but, in DoDDS, the principals deal with the installation commander.

I.   TEACHER REPRESENTATION

1.   Military

There are many other ways for teachers to address issues besides being members of a school board. Union representatives usually attend school board meetings. Teachers may also attend and present an issue. Usually, more teachers attend the school board meetings than parents. Consensus in an educational advisory body would be better with teachers involved. They can provide expertise, answers, and help with problems. Teachers can use the SAC to voice issues. Few issues that arise from teachers are brought to the IAC. Union representatives and teachers attend DDESS School Board meetings and provide input as appropriate. They also make presentations.

2.   School Board Members

Sometimes more teachers than parents are present at school board meetings. Union representatives attend school board meeting and participate in discussions on issues. Since the school board represents the parents, it is better to have the union representative or teachers attend rather than have teachers as members.

3. SAC Members

Teachers want to be involved and want to be part of the process rather than be excluded. Parents are transient, whereas teachers have a long-term investment in the school and are even more permanent than principals, who rotate every 5 years.

Teachers provide continuity and facilitate good collaboration. It is good to have teachers on the SAC to explain things the parents do not understand. Parents can get teacher acceptance of an issue and buy-in for the solution. Teachers bring issues to the SAC. They also address issues to the principal in faculty meetings or through the union representative, and the principal is responsive. Teachers are willing to serve on the SAC.

4. Parents

More teachers than parents attend school board meetings. A school board without teachers seems to go against the Community Strategic Plan (CSP) effort to promote partnerships. Teachers need to be on the SAC to hear what is on parents mind and provided feedback, clarification, and information. Parents also like the teacher input at SAC meetings.

5. Administrators

Teachers are not cut out of the process because they can attend and participate in school board meetings. They are not disadvantaged since there are many forums in which to raise issues. There are few complaints about teachers not being included on school boards. At the start of the USAFE School Board Test Program, teachers were offended by being excluded, but that is no longer the case. The union always has input on curriculum, personnel policies and practices, and work conditions.

However, the partnership efforts are hindered when the school board excludes teachers. It is counterproductive to the CSP partnership goal. Teachers should remain as members of the IAC because they provide good input.

6. Teachers

Teachers are neutral about the school board. They would like to see teachers on the school board to provide experience and information, but they do not feel disadvantaged by not being on the school board. Without teachers, the school board may be missing the opportunity to work together for a solution or better understanding. They do not see any significant value over the IAC or impact on teachers. They can present issues

to the school board or use other avenues of approach. The union president represents teachers at the school board meeting.

J. DECISION-MAKING AUTHORITY

1. Military

The inability of the school board to make decisions is not a major concern. It provides a mechanism for parents to be heard and feel someone is listening. School board members have an expectation they will get an answer. At either a school board or an IAC meeting, the commander can make a decision on the spot or defer a decision pending further study and review.

Sometimes, the school board had difficulty deciding where to send issues for resolution. Educators are trained and better prepared to make the decisions on education issues, and the commander is responsible for the decisions he/she makes.

In an LEA the school board makes decisions and is held accountable. If school boards had decision-making authority in DDESS, there would be less consistency among districts. DDESS superintendents accept most school board recommendations, and, if they do not concur, an explanation is provided.

2. School Board Members

A school board can make a difference even if it does not have decision-making authority, but some members feel that without this authority, there is little the school board can accomplish. The school board's role is to provide the interface between the community and schools, which is more important than decision-making. The school board is not well qualified to make decisions. Some members would be worried if they had that responsibility.

It is not a problem in DDESS because the superintendent is receptive to school board input. When the superintendent does not accept a recommendation, he/she explains the rationale in great detail so all members understand. There is still an appeal process if the school board disagrees.

3. Parents

Parents understand that neither a school board nor an IAC controls the outcome of an issue. The commander does. However, they do believe that the school board can be influential—even without decision-making authority.

4. Administrators

School boards should not have decision-making authority because they are not held responsible. Parents want to participate in a meaningful way, and this is done when making recommendations and providing advice. The superintendent pays attention to school board input and also gains its support for his/her decisions. In the current system, those making decisions should be and are held accountable.

School boards perceive that they have power because of their ability to raise issues to DoDDS-Europe and the CCAC. Perhaps parent's expectations are not met because there is no decision-making authority. Some parents may not place much stock in school boards since they know it does not makes any decisions.

K. TERMINOLOGY

DDESS is stronger. DoDDS is stronger. Both are equal. Participation may mean you are more involved. Advise may mean the board has qualifications that permit good advice. The school board does it all. Oversight and development imply more involvement and monitoring. The key is the action taken on the receiving end by the superintendent or installation commander: listen, implement, and make the system better.

Terminology is the same except there is no oversight by DDESS School Boards. Parents understand what an LEA school board does, but the USAFE/DDESS School Boards are not the same, so parents are confused or do not understand why they should be or are different.

L. MEETING FREQUENCY

1. Military

Quarterly meetings are adequate in USAFE.

2. School Board Members

Quarterly public meetings are adequate. Monthly meetings may be too frequent since there are not many issues to address.

Executive meetings are open but not publicized. Executive meetings should be publicized. They are used to avoid wasting time during the public school board meeting. Additional executive meetings are necessary for planning, getting organized, doing research, and arriving at a position on an issue.

3. SAC Members

Monthly SAC meetings are good because issues can be handled in a timely manner. Quarterly meetings of the IAC are fine because the commander handles important issues in-between quarterly meetings.

4. Administrators

Quarterly school board meetings are adequate because there are not enough issues to meet monthly.

5. Teachers

There are not enough substantive issues to hold monthly school board meetings. Monthly SAC meetings are good so problems do not continue for a long period.

M. AGENDA

1. Military

The agenda is set by the school board, not the commander. The school board screens out single-school issues so they do not waste time. The agenda contains few burning issues. Issues come from the executive session and during the open forum. Many issues that are raised are primarily for clarification.

The school board has a difficult time getting input for issues from anyone. The school board focuses on issues that need to and should be addressed. IAC meetings are publicized, and anyone can attend.

2.   School Board Members

The school board was told that they could only deal with an issue if it is applicable to more than one school and if a SAC has already worked it. Open forum issues are assessed to see if they should be handled by the commander or the principals or sent to a SAC. New issues are deferred to next meeting for decision. To clear up misperceptions, the school board can request information briefings.

3.   SAC Members

The SAC provides notice of meetings at least 1 week in advance through numerous means. Both parents and teachers raise issues at SAC meetings.

4.   Parents

Parents get notice of a school board meeting to be held but do not see an agenda. Maybe more parents would attend a school board meeting if they knew what would be discussed.

5.   Administrators

Time is wasted when the agenda is not followed and the time limits for open forum presentations and discussion of issues are not enforced. Parents get tired of waiting for the open forum when the meeting drags on. The school board seems very independent and seldom seeks parental input for agenda items.

Sometimes they get an agenda, but it is not publicized to the community in advance. A lot of time is spent educating and reeducating the school board about what they can and cannot do. At SAC meetings, the principal usually briefs two to three topics to provide information. They try to address an education topic/theme at each SAC meeting.

6.   Teachers

Teachers do not see an agenda, just the date, time, and location of the school board meeting. The school board does not follow parliamentary procedures or obey time limits they establish. The only voting is that to accept the minutes. Most school board issues are installation related. Most education-related topics come from information briefings.

N. SCHOOL BOARD MINUTES

1. Military

The format for school board minutes does not contain a requirement to record votes on recommendations. Issues and recommendations are not supposed to be forwarded unless there is a majority vote of the school board.

2. School Board Members

Meeting minutes are available from school board members, the SLO, and principals. Some school boards have minutes on a website or are in the process of doing so. They vote to keep an issue open or to close it and to accept the minutes.

3. SAC Members

The school boards and SACs should do a better job of getting minutes to each other. SAC minutes go to all members, are available in the school office or on the bulletin board, and at some schools on the school website. Information from SACs is included in school newsletters.

4. Parents

SAC minutes are available at the schools. Parents see SAC minutes but not school board minutes. Some parents have not seen SAC minutes. They get feedback about SAC meetings in newsletter and email from school.

APPENDIX C
SUPPLEMENTARY ASSESSMENT DATA

Table C-1. Minutes of School Board Meetings Reviewed

USAFE	Board Meeting Minutes from:
Kaiserslautern Military Community, Germany	27 Nov 01, 26 Feb 02
Lakenheath Mildenhall Community, England	10 Jan 02
RAF Aclonbury, England	10 Sep 01
Eifel (Spangdahlem AB/Bitburg AB), Germany	23 Jan 02
Aviano AB, Italy	27 Sep 01, 27 Nov 01, 27 Jan 02
Incirlik AB, Turkey	4 Dec 01, 20 Dec 01 (Executive Meetings)
DDESS	
Ft. Rucker, AL	8 Nov 01
Maxwell AFB, AL	17 Dec 01
Robins AFB, GA	10 Dec 01, 25 Mar 02
Antilles Consolidated School System (Puerto Rico)	23 Aug 01, 20 Sep 01, 25 Oct 01
Camp Lejeune, NC	28 Nov 01
Ft. Benning, GA	29 Oct 01
Ft. Bragg, NC	28 Jan 02
Ft. Campbell, KY	26 Nov 01
Ft. Knox, KY	20 Nov 01
Ft. Stewart, GA	18 Sep 01, 16 Oct 01
Guam	13 Nov, 11 Dec 01
Ft. Jackson, SC	16 Oct 01
Laurel Bay, SC	18 Oct 01
Dahlgren, VA	10 Dec 01
Quantico, VA	8 Nov 01
West Point, NY	27 Nov 01

Table C-2. Content of USAFE School Board Meeting Minutes

General Format	
Attendees	
School Board President Comments	Opening and/or Closing
District Superintendent Comments	Opening and/or Closing
Installation Commander Comments	Opening and/or Closing
Approval of Previous Minutes	
Old Business	
New Business	
Open Forum	
Agenda Item	
Adolescent Substance Abuse Counselor	Status Update
Budget	Report
Bus Discipline	Discussion, Q&A
Bus Monitors	Briefing, Status Update
Bus Registration Policy	Explanation
Bus Routes	Information
Cisco Certification	Presentation
Community Strategic Plan	Video
Cost of Lunch Meals	Q&A
DoDDS HS Festival	Discuss & Send to Supt
Establishment of Middle School	Status Update
Force Protection	Briefing
Grade Advancement	Q&A
Internship Program	Status Update
Jason Project	Briefing, Q&A
Mentorship Program	Status Update
MS Foreign Language Teacher	Discuss & Send to Supt
New School Construction	Status Update
On-line School Registration	Status Update
PE as a core subject	Status Update
School Names vs. Locations	Discussion
School Safety & Security	Discussion, Q&A
School Staff ID Cards	Status Update
School Year Schedule Change	Status Update
Smoking – bus driver	Q&A
Summer School	Discussion, Q&A
Teacher of the Year	Recognition
Upcoming SB Elections	Information
USAFE Strategic Plan on Dep. Educ.	Status Update

Table C-3. Content of DDESS School Board Meeting Minutes

General Format	
Attendees	
School Board President Comments	Opening and/or Closing
District Superintendent Comments	Opening and/or Closing
Special Presentation	
Recognition/Awards	
Approval of Previous Minutes	
Old Business	
New Business	
Principals' Comments	
Open Forum	
Agenda Item	
AVID Training	Discussion, Q&A
Budget – Continuing Resolution Authority	Status Update
Bus Transportation	Information, Q&A
Community Strategic Plan	Information
Curriculum Standards	Q&A
District Budget	Briefing
DoDEA Writing Assessment	Process; Results
Donation of Computers	Discussion; Information
Financial Report	Report
Food Service Update	Report
Force Protection	Discussion, Q&A
Home Schooling	Q&A
HS Technology	Presentation
Literacy Week	Presentation
Lunch Program	Q&A
MILCON, Facilities Repair & Maintenance	Status Update
NAEP Test Results	Information
Partners in Education	Status Update
Reading Program	Presentation, Information
Safety and Security	Discussion; Q&A
School Improvement Plans	Information
Secondary Education Transition Study	Information
Staffing update	Status Update
Student Activity Fund Report	Report
Student Assessments	Briefing
Substitute Teacher Shortage	Discussion
Teacher Recruitment	Q&A
Teacher supervision by principal	Explanation
Video – Making a Difference	Video
Weapons in school	Discussion; Status Update

Table C-4. USAFE School Board Locations and Direct Stakeholder Involvement
(Enrollment as of 30 September 2001)

School	Grades # Schools/District	Enrollment	SAC (P/T/S)	IAC (P/T/S)	SB (P/S)
Ramstein ES	K–3	1169	5/5/0		
Ramstein IS	4–5	544	4/4/0		
Ramstein MS	6–8	784	4/4/0		
Ramsteiin HS	9–12	922	5/5/1		
Kaiserslautern ES	K–5	606	4/4/0		
Kaiserslautern MS	6–8	406	3/3/0		
Kaiserslautern HS	9–12	533	4/4/1		
Landstuhl E/MS	K–8	766	4/4/0		
Sembach ES	K–3	398	3/3/0		
Sembach MS	4–8	373	3/3/0		
Vogelweh ES	K–5	484	3/3/0		
Kaiserslautern Community	**11**	**6,985**	**42/42/2**	**11/11/2**	**11/2**
Bitburg ES	K–4	426	3/3/0		
Bitburg MS	5–8	280	2/2/0		
Bitburg HS	9–12	359	3/3/1		
Spangdahlem ES	K–4	540	4/4/0		
Spangdahlem MS	5–8	283	2/2/0		
Eifel Community	**5**	**1,888**	**14/14/1**	**5/5/1**	**10/1**
Lakenheath ES	K–4	945	5/5/0		
Liberty IS	5	210	2/2/0		
Lakenheath MS (Feltwell)	6–8	780	4/4/0		
Lakenheath HS	9–12	651	4/4/1		
Lakenheath/Mildenhall Cmty	**4**	**2,586**	**15/15/1**	**4/4/1**	**6/1**
Alconbury ES	K–6	377	3/3/0		
Alconbury HS	7–12	210	2/2/1		
RAF Alconbury	**2**	**587**	**5/5/1**	**2/2/1**	**5/1**
Aviano ES	K–6	629	4/4/0		
Aviano HS	7–12	470	3/3/1		
Pordenone ES	K–6	109	2/2/0		
Vajont ES	K–6	157	2/2/0		
Aviano AB	**4**	**1,365**	**11/11/1**	**4/4/1**	**10/0**
Incirlik ES	K–6	475	3/3/0		
Incirlik HS	7–12	217	2/2/1		
Incirlik AB	**2**	**692**	**5/5/1**	**2/2/1**	**5/0**
TOTAL	**28**	**14,103**	**92/92/7**	**28/28/7**	**47/5**

P = Parent; T = Teacher; S = Student
IAC shown to indicate membership when IAC existed

Table C-5. District Advisory Council Representation in DoDDS-Europe

District	Stakeholder Category	Number on DAC	Remarks
Bavaria	Military/SLO	10	8-SLO: 1 per community; 2- SLO: ASG
	Parents	7	SAC Members - 7 communities
	Administrators	0	
	Teachers	7	2-SAC; 1-TOY; 3-FEA rep; 1-ECAPTS Pres
	Students	0	
	Total	**24**	
Brussels	Military/SLO	7	Command reps (usually SLO)
	Parents	13	I from each school
	Administrators	1	Principal
	Teachers	1	FEA rep
	Students	2	
	Total	**24**	
Heidelberg	Military/SLO	2	SLO-ASG
	Parents	4	2-at large; 1-PTSA; 1-AWAG
	Administrators	1	Principal
	Teachers	3	1-TOY; 2-FEA reps
	Students	1	
	Total	**11**	
Isles	Military/SLO	3	2-Mil. Ldr; 1-SLO
	Parents	4	1-SAC; 1-PTSA; 1-SB, 1-parent
	Administrators	1	Principal
	Teachers	3	1-TOY; 1-FEA rep; 1-OFT rep
	Students	1	
	Total	**12**	
Kaiserslautern	Military/SLO	6	3-Mil. Ldr.; 3-SLO: 2-Spt. Grp.; 2-ASG; 2-BSB
	Parents	3	1 from each large community
	Administrators	0	
	Teachers	4	1 from each large community; 1-FEA rep
	Students	1	
	Total	**14**	
Mediterranean	Military/SLO	11	6-Mil. Ldr.; 5-SLO
	Parents	6	Command Reps
	Administrators	1	Principal
	Teachers	2	1-TOY; 1-OFT rep
	Students	1	
	Total	**21**	
Total	Military/SLO	39	
	Parents	37	
	Administrators	4	
	Teachers	20	
	Students	6	
	Total	**106**	

Table C-6. DoDDS School Boards, IACs, and SACs/IACs: SY 01–02

School	Grades	Total	Service	Installation Org
WUERZBURG ES	K–4	742	A	IAC
WUERZBURG MS	5–8	628		
WUERZBURG HS	9–12	633		
KITZINGEN ES	K–5	640		
ANSBACH ES (Katterbach)	K–6	288	A	IAC
ANSBACH HS (Katterbach)	7–12	312		
RAINBOW ES (Ansbach)	K–6	292		
ILLESHEIM E/MS	K–6	215		
ROBINSON BARRACKS ES (Stuttgart)	K–6	315	A	IAC
BOEBLINGEN ES	K–6	192		
PATCH ES (Stuttgart)	K–6	485		
PATCH HS (Stuttgart)	7–12	578		
VILSECK ES	K–6	709	A	IAC
VILSECK HS	7–12	495		
AMBERG ES	K–6	90		
GRAFENWOEHR ES	K–6	379		
SCHWEINFURT ES	K–5	798	A	IAC
SCHWEINFURT MS	6–8	282		
BAD KISSINGEN ES	K–5	187		
BAMBERG ES	K–6	687	A	IAC
BAMBERG HS	7–12	274		
HOHENFELS ES	K–6	457	A	IAC
HOHENFELS HS	7–12	252		
GARMISCH ES	K–8	145	A	SAC/IAC
BAD AIBLING E/HS	K–12	287	A	SAC/IAC
Bavaria District (25 Schools)		**10,362**		**9**
SPANGDAHLEM ES	K–4	540	AF	SB
SPANGDAHLEM MS	5–8	283		
BITBURG ES	K–4	426		
BITBURG MS	5–8	280		
BITBURG HS	9–12	359		
SHAPE ES (BE)	K–6	651	A	IAC
SHAPE HS (BE)	7–12	541		
BRUSSELS ES (BE)	K–12	293		
AFNORTH ES (Brunssum, Neth.)	K–6	381	A	IAC
AFNORTH HS (Brunssum, Neth.)	7–12	439		
GEILENKIRCHEN ES	K–6	254	AF	SAC/IAC
KLEINE BROGEL ES (BE)	K–6	42	AF	SAC/IAC
VOLKEL ES (Neth.)	K–6	63	AF	SAC/IAC
Brussels District (13 Schools)		**4,552**		**6**
AUKAMM ES (Wiesbaden)	K–5	324	A	IAC
HAINERBERG ES (Wiesbaden)	K–5	753		
WIESBADEN MS	6–8	470		
GEN H. H. ARNOLD HS (Wiesbaden)	8–12	673		
DEXHEIM ES	K–6	123		

School	Grades	Total	Service	Installation Org
ARGONNER ES (Hanau)	K–5	506	A	IAC
SPORTFIELD ES (Hanau)	K–5	353		
GELNHAUSEN ES	K–5	235		
HANAU MS	6–8	449		
HANAU HS	8–12	338		
MARK TWAIN ES (Heidelberg)	K–5	349	A	IAC
PATRICK HENRY ES (Heidelberg)	K–5	979		
HEIDELBERG MS	6–8	679		
HEIDELBERG HS	9–12	656		
BAD NAUHEIM ES	K–6	152	A	IAC
BUTZBACH ES	K–6	384		
GIESSEN ES	K–6	324		
GIESSEN HS	7–12	295		
MANNHEIM ES	K–5	1083	A	IAC
MANNHEIM MS	6–8	425		
MANNHEIM HS	9–12	311		
BABENHAUSEN ES	K–5	206	A	IAC
DARMSTADT ES	K–5	447		
DARMSTADT MS	6–8	148		
HALVORSEN-TUNNER E/MS (Rhein-Main)	K–8	408	AF	SAC/IAC
LARISSA ES (Greece)	K–8	63	N	SAC/IAC
Heidelberg District (26 Schools)		**11,133**		**8**
LAKENHEATH ES	K–4	945	AF	SB
LIBERTY IS (Lakenheath)	5	210		
FELTWELL ES	K–5	488		
LAKENHEATH MS (Feltwell)	6–8	780		
LAKENHEATH HS	9–12	651		
ALCONBURY ES	K–6	377	AF	SB
ALCONBURY HS	7–12	210		
A. T. MAHAN ES (Keflavik)	K–6	510	N	IAC
A. T. MAHAN HS (Keflavik)	7–12	192		
LAJES ES (Azores)	K–6	409	AF	IAC
LAJES HS (Azores)	7–12	181		
WEST RUISLIP ES	K–6	202	N	IAC
LONDON CENTRAL HS (High Wycombe)	7–12	334		
BAHRAIN E/HS	K–12	842	N	IAC/SAC
CROUGHTON E/MS	K–8	154	AF	IAC/SAC
MENWITH HILL E/HS	K–12	322	A	IAC/SAC
Isles District (16 Schools)		**6,807**		**8**
RAMSTEIN ES	K–3	1169	AF	SB
RAMSTEIN IS	4–5	544		
RAMSTEIN MS	6–8	784		
RAMSTEIN HS	9–12	922		
KAISERSLAUTERN ES	K–5	606		
KAISERSLAUTERN MS	6–8	406		
KAISERSLAUTERN HS	9–12	533		
SEMBACH ES	K–3	398		
SEMBACH MS	4–8	373		
LANDSTUHL E/MS	K–8	766		
VOGELWEH ES (Kaiserslautern)	K–5	484		

School	Grades	Total	Service	Installation Org
NEUBRUECKE ES	K–6	256	A	IAC
SMITH ES (Baumholder)	K–6	508		
WETZEL ES (Baumholder)	K–6	371		
BAUMHOLDER HS	7–12	434		
Kaiserslautern District (15 schools)		**8,554**		**2**
PORDENONE ES (Aviano)	K–6	109	AF	SB
VAJONT ES (Aviano)	K–6	157		
AVIANO ES	K–6	629		
AVIANO HS	7–12	470		
VICENZA ES	K–6	480	A	IAC
VICENZA HS	7–12	251		
NAPLES ES	K–6	973	N	IAC
NAPLES HS	7–12	576		
ROTA ES	K–6	629	N	IAC
ROTA HS	7–12	295		
INCIRLIK ES	K–6	475	AF	SB
INCIRLIK HS	7–12	217		
ANKARA E/HS	K–12	259	AF	IAC/SAC
IZMIR E/HS	K–12	195	AF	IAC/SAC
GAETA E/JHS	K–8	218	N	IAC/SAC
LA MADDALENA ES	K–8	284	N	IAC/SAC
LIVORNO US	K–12	152	A	IAC/SAC
SEVILLA E/MS	K–8	54	AF	IAC/SAC
SIGONELLA E/HS	K–12	1026	N	IAC/SAC
VERONA ES	K–8	97	A	IAC/SAC
Mediterranean District (20 Schools)		**7,546**		**13**
DoDDS-Europe (115 schools)		**48,954**		**46**

School	Grades	Total	Service	Installation Org
IKEGO ES (Yokosuka)	K–3	505	N	IAC
SULLIVANS ES (Yokosuka)	K–5	1425		
RICHARD E BYRD ES (Yokosuka)	K–6	148		
YOKOSUKA MS	6–8	758		
NILE C KINNICK HS (Yokosuka)	9–12	635		
YOKOTA EAST ES	K–5	721	AF	IAC
YOKOTA WEST ES	K–5	449		
YOKOTA MS	6–8	448		
YOKOTA HS	9–12	419		
JOHN R CUMMINGS ES (Misawa)	K–6	462	AF	IAC
SOLLARS ES (Misawa)	K–6	1011		
ROBERT D EDGREN HS (Misawa)	7–12	620		
JACK N DARBY ES (Sasebo)	K–6	382	N	IAC
ERNEST J KING E/HS (Sasebo)	K–12	622		
MATTHEW C PERRY ES (Iwakuni)	K–6	564	MC	IAC
MATTHEW C PERRY HS (Iwakuni)	7–12	244		
JOHN O ARNN ES (C. Zama)	K–6	548	A	IAC
ZAMA HS	7–12	692		
SHIRLEY LANHAM ES Atsugi)	K–6	720	N	SAC/IAC
Japan District (19 Schools)		**11,373**		**7**
SEOUL ES	K–5	1154	A	IAC
SEOUL MS	6–8	588		
SEOUL HS	9–12	582		
OSAN ES	K–6	451	AF	IAC
OSAN HS	7–12	277		
C TURNER JOY ES (Chinhae)	K–6	24	N	SAC/IAC
PUSAN E/HS	K–12	200	A	SAC/IAC
TAEGU E/HS	K–12	606	A	SAC/IAC
Korea District (8 Schools)		**3,882**		**5**
BOB HOPE PS (Kadena)	K–3	687	AF	ODAC/IAC
STEARLEY HEIGHTS ES (Kadena)	K–6	635	AF	
AMELIA EARHART IS (Kadena)	4–6	447	AF	
KADENA ES	K–6	1115	AF	
KADENA MS	7–8	752	AF	
KADENA HS	9–12	900	AF	
EDWARD C KILLIN ES (C. Butler)	K–6	737	MC	
ZUKERAN ES (C. Butler)	K–6	674	MC	
KUBASAKI HS (C. Butler)	9–12	768	MC	
KINSER ES (C. Kinser)	K–6	765	MC	
LESTER MS (C. Lester)	7–8	612	MC	
WILLIAM C BECHTEL ES (C. McTureous)	K–6	1032	MC	
Okinawa Totals (12 schools)		**9,124**		**1**
DoDDS-Pacific (39 Schools)		**24,379**		**13**
W T SAMPSON US	K–12	330	N	SAC/IAC
Cuba (1 School)		**330**		**1**
DoDDS (155 Schools)		**73,663**		**60**

**Table C-7. Comparison of SAC, IAC and School Board
Operational Requirements**

	DoDDS SAC	DoDDS IAC	USAFE SB	DDESS SB
Advise and make recommendations to:	Principal	Installation Commander	Installation Commander; Superintendent, Principals	Superintendent
Membership Eligibility	Parent of a student; Full-time professional employee of the school	Parents and teachers from each SAC	Parent of a student, excluding DoDEA employees	Resident of the military installation, excluding DDESS employees
Electorate	Parents of a student; Full-time professional employee of school; HS student body	Parent & teacher members of the SAC	Parents of students	Parents of students
Number of members	Varies based on school enrollment; equal number of parents and full-time professional employees.	1 parent and 1 teacher from each school.; If one school, all SAC members	3–10 depending on local needs	3–9 depending on local needs
Voting members	Parents; full time professional employees; HS student (senior)	Parents; full time professional employees; HS student, if determined appropriate	Parents	Parents
Nonvoting observers; Liaison members without vote	Principal; union representative; Installation commander (if only one school). Cdr (or designee) encouraged to attend if more than one school.	Installation Commander; Principals	Installation Cdr (or designee); District Superintendent (or designee); Principals; Senior HS student	Superintendent (or designee); Installation Commander (or designee)
Term of members	2 years	2 years	2 years	TBD by Board NTE 3 years
Number of terms for members	Maximum of two	Maximum of two	Not specified (depends on future status of SB)	TBD by Board. If not set, a maximum of two
Term of President/VP; Chairman/VC	Not specified	Not specified	1 year	1 year

	DoDDS SAC	**DoDDS IAC**	**USAFE SB**	**DDESS SB**
Meeting Frequency	Four times during the SY or more often, if needed	Four times during the SY or more often, if needed	At least one time per school quarter	Minimum of nine times a year
Meeting Time	After school hours	After school hours	After school hours	Not specified
Meeting Announcement	Time, date, and location at least 1 week in advance	Time, date, and location at least 1 week in advance	Time, date, and location at least 1 week in advance	Not specified
Meeting Agenda	Posted in school's and installation commander's office at least 1 week before meeting	Posted in school's and installation commander's office at least 1 week before meeting	Posted in school's, superintendent's and installation commander's office at least 1 week before meeting	Must have an agenda; advance posting not specified
Meeting Minutes	Within 2 weeks, provided to principals, installation commander, superintendent, area director, and component commander	Within 2 weeks, provided to principals, installation commander, superintendent, area director, and component commander	Within 2 weeks, provided to principals, installation commander, superintendent, area director, and component commander	Provided to the Director, DDESS within 10 days after approval

Table C-8. School Board Responsibilities

USAFE School Board[32]
Primary responsibility: Make recommendations and advise the installation commander regarding support provided by the military services to dependents' schools serving that installation

The matters that are within the jurisdiction of the school board include:
  • Quality, availability, maintenance, safety, security, and comfort of the physical school environment
  • Transportation of students
  • School meal programs
  • Medical services
  • Administrative and logistical support services provided by the installation commander and applicable service command
  • Policies and standards of the installation command and military services related to the above enumerated matters
  • All matters within the jurisdiction of the SAC which are referred for consideration
  • Any matter within the jurisdiction of the SACs that clearly impacts more than one school on the installation.

DDESS School Board
Primary responsibility:[33]   Participate in the development and oversight of fiscal, personnel, and educational policies, procedures, and programs for the DDESS arrangement concerned

Additional responsibilities (DoDI 1342.25):
  • Approve agendas and prepare minutes for school board meetings.
  • Provide to the Director, DDESS, names of applicants for a vacancy in the Superintendent's position after a recruitment has been accomplished. The school board shall submit to the Director, DoD DDESS, a list of all applicants based on its review of the applications and interviews of the applicants. The list of applicants will be accompanied by the recommended choice of the school board.
  • Prepare an annual written on-site review of the Superintendent's performance for consideration by the Director, DDESS. The written review shall be based on critical elements recommended by the school board and Superintendent and approved by the Director, DoD DDESS. The school board's review will be an official attachment to the Superintendent's appraisal.
  • Participate in the development of the school system's budget for submission to the Director, DoD DDESS, for his or her approval as endorsed by the school board; and participate in the oversight of the approved budget, in conjunction with the Superintendent, as appropriate for operation of the school arrangement.
  • Invite the Superintendent or designee to attend all school board meetings.
  • Provide counsel to the Superintendent on the operation of the school and the implementation of the approved budget.

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[32] *Guidelines for the Establishment and Operation of the Two-Year School Board Pilot in USAFE,* Enclosure to ASD(FMP) Letter, August 31, 2000.

[33] DoD Instruction 1342.25, *School Boards for Department of Defense Dependent Elementary and Secondary Schools (DDESS),* dated October 30 1996.

- Channel communications with school employees to the DoD DDESS Superintendent. Refer all applications, complaints, and other communications, oral or written, to the DoD DDESS Arrangement Superintendent.
- Participate in the development of school policies, rules, and regulations, in conjunction with the Superintendent, and recommend which policies shall be reflected in the School Policy Manual.
- Prepare and submit formal appeals to directives and other guidance that in the view of the school board adversely impact the operation of the school system either through the operation and management of DDESS or a specific DDESS arrangement.

Additional responsibilities:[34]
- Review and monitor school expenditures and operations, subject to audit procedures established under this Directive and consistent with P.L. 97-35 and P.L. 81-874
- Conduct meetings, approve agendas, prepare minutes, and conduct other activities incident to and associated with Section 6 School Arrangements
- Recruit and select a Superintendent for the Section 6 School Arrangement under the school board's jurisdiction
- Provide the Superintendent with regular constructive written and oral evaluations of his or her performance
- Provide the Superintendent the benefit of the school board's counsel in matters on individual school board member's expertise
- Ensure the attendance of the Superintendent, or designee, at all school board meetings.
- Review and approve school budgets prior to submission to the ASD(FMP), or designee, through channels of the Military Department concerned
- Establish policies and procedures for the operation and administration of the Section 6 School Arrangement(s)
- Provide guidance and assistance to the Superintendent in the execution and implementation of school board policies, rules, and regulations
- Consult with the superintendent on pertinent school matters, as they arise, which concern the school and on which the school board may take action
- Channel communications with school employees that require action through the Superintendent, and refer all applications, complaints, and other communications, oral or written, to the Superintendent in order to ensure the proper processing of such communications
- Establish policies and procedures for the effective processing of, and response to, complaints.

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[34] DoD Directive 1342.16, *Provisions of Free Public Education for Eligible Dependent Children Pursuant to Section 6, Public Law 81-874, as amended,* dated October 16, 1987, and Change 1, dated August 5, 1994.

Table C-9. USAFE School Boards Objective Data

School District - Installation (# schools)?	Kaiserslautern - Kaiserslautern Military Community (11)	Isles - Lakenheath/Mildenhall Community (5)	Isles -RAF Alconbury (2)	Brussels - Eifel Community (5)	Mediterranean - Aviano (4)	Mediterranean - Incirlik (2)
Number of members on the school board (SB)?	11 + 2 HS student reps (2 HS in KMC)	6 + HS student rep	5 voting mbr; 3 alt mbrs + 1HS student rep	10 + HS student rep	10; no HS student rep	5
Electorate from which the SB member is elected, e.g. housing area, school, at large?	Each school elects a member	At large	3 ea. from Alconbury ES; 2 ea. from Alconbury HS; alternates - those with next highest vote count	2 members from each of 5 schools	3 ea. from Aviano ES & HS; 2 ea. from Pordenone ES and Vajont ES	At large
What month is the SB election held?	May	Sept (last 2) - May 2002 next election	May (last 2) - April 2002 next election	May	March or April - during registration for next SY	September
How many consecutive terms allowed for Pres and VP?	No limit set	None	2	None	1 term	None
What is the position of the person(s) who conducts SB training?	USAFE SLO	Current SY - School Liaison Officer	SY 2000-2001 – USAFE DoDDS Liaison; SY 2001–2002 - Alconbury & Lakenheath SLO	Current SY - School Liaison Officer	Current SY - School Liaison Officer	Current SY - School Liaison Officer
Is SB training for new members or all members?	All members	All members	All Members	All members	New members, but all members encouraged to attend	All members
How much training is provided, e.g. 4 hours, one day, 3 days, etc.?	One day	One day	4 hours	2 hours	1st year – 1 day; 2nd year – 4 hours	This year – 4 hours
Number of SB meetings held during the school year?	8	4 open forums, one each quarter	4 public meetings and 7/8 executive sessions	3 public meetings	5	2 public meetings
Which months are SB meetings conducted?	Sep, Oct, Nov, Jan, Feb, Mar, Apr, May	Last month of each quarter	Public meetings - Sep, Nov, Feb, May; Executive sessions held in remaining months	Once per quarter	Sep, Nov, Jan, Mar, May	No regular schedule
What week/day of month are meetings conducted, e.g. 2d Tuesday?	Last Tuesday of month	Generally on Tuesday	Public meetings - 2d Mon of the month; Executive meetings - last Fri of month	Thursday	Not consistent due to facility availability; — ususally 2nd or 3rd Mon or Tue	No regular schedule
Time of meetings?	1700-1900	Previously at 1630; now at 1800	Public meetings: 1830-2030; Executive Sessions: 1000-1200	Public - 1830; Executive: 1630	1700	Afternoons
Average length of meetings?	2 hours	1.5-2 hours	2 hours	1.5 hours	2 hours	Less than 1 hour
How are meetings publicized (specify all) e.g. post paper, post TV, school bulletin, etc.?	Base paper, Commander's channel, School newsletters, DoDDS web site	Base magazines, posters, school newsletters, command call	Usually through the school bulletins and web sites. Also announced at the Joint Analysis Center Senior Staff Meetings.	AFRTS, website, local paper, school bulittens	Post paper, post TV, email, radio	Post paper, post TB, school bulletin
Is agenda publicized along with meeting time and location?	Yes	Not previously	Yes, agenda is published in the school bulletins and on the web sites.	No, it is published 1 week prior to meetings	No	Yes
Who develops the SB Agenda - School Board, SB Pres, Supt, SB Pres & Supt?	School Board; SB Pres. has final say	School Board	SB Pres issues agenda; coordinates with SB mbrs, 423 ABS CC, Isles District Supt. and school principals.	Developed by all SB members	SB President, after SB members review	SB President with input from SB members, SLO, & school administrators
When are SB minutes made available to the parents/community?	Minutes available within 2 weeks of meeting	Within two weeks following Open Forum	Within two weeks of the meeting per our by-laws.	Within 2 weeks of the meeting	Before the next meeting; no consistent timing has been established	At the next SB meeting
Where are SB minutes made available? e.g. school BB, newsletter, website, post paper	Copy sent to DSO, Command and Schools, also available at next meeting	No	Web sites, school offices, 423 ABS CC office and Isles District Superintendent's Office	Website and emailed to attendees	Through the School Liaison Officer or any SB member	At the next SB Meeting
How often does the SB have an executive session, and how long does it last?	Monthly exec sessions; 2 hours	Generally 1-2 times a month, more often if needed	Usually every month when a public meeting is not scheduled; approx. 2 hours.	1 per quarter or as needed; 1 hour	At least one before each public forum; 1-2 hours	Met this year with no regularity

Table C-10. DDESS School Boards Objective Data

School District? (# of schools)	AL/Robins (Ft Rucker) (2)	AL/Robins (Maxwell AFB) (1)	AL/Robins (Robins) (1)	Antilles Consolidated School System (7)	Camp Lejeune (8)	Ft. Benning Schools (7)
Number of members on the school board (SB)?	7	7	5	7	9	7
Is there a HS student non-voting member on the SB?	NA	NA	NA	No	No	N/A
Electorate from which the SB member is elected, e.g. housing area, school, at large?	School	School	2 from each housing area; 1at-large	School	At large	School
Must the SB member have a student enrolled in DDESS?	No	No	No	Yes	Yes	No
Must voters have a student enrolled in DDESS?	Yes	Yes	Yes	Yes	Yes	Yes
What month is the SB election held?	Aug	Aug	Aug or Sep	May	Aug	Sep
Length of term (years) for SB members?	2 years	2 years	2 years	2 years	3 years	3 years
How many consecutive terms are allowed?	Unlimited	Unlimited	Unlimited	2	2	2
Length of term for Pres & VP?	1 year	1 year	1 year	2 years	1 year	1 year
How many consecutive terms allowed for Pres and VP?	Unlimited	Unlimited	Unlimited	2	2	2
What is the position of the person(s) who conducts SB training?	Superintendent	Superintendent	Superintendent	Superintendent	Superintendent and ISS	Previous Pres. GA School Boards Assoc and/or Superintendent
Is SB training for new members or all members?	All members	All members	All members	All members	All members	All members
How much training is provided, e.g. 4 hours, one day, 3 days, etc.?	1 - 1 1/2 hours	1 - 1 1/2 hours	1 - 2 hours	4 hours	8 hours plus a full day orientation tour of all schools	3 hours orientation; 3 hours training.
Number of SB meetings held during the school year?	9	9	8-10	8	11	9
Which months are SB meetings conducted?	Aug, Sept, Oct, Nov, Jan, Feb, Mar, Apr, May	Aug, Sept, Oct, Nov, Jan, Feb, Mar, Apr, May	Aug, Sept, Oct, Nov, Jan, Feb, Mar, Apr, May	Aug, Sep, Oct, Nov, Jan, Feb, Mar, May	Aug, Sept, Oct, Nov, Jan, Feb, Mar, Apr, May, Jun, Jul	Sep, Oct, Nov, Jan, Feb, Mar, Apr, May, Jun

School District? (# of schools)	AL/Robins (Ft Rucker) (2)	AL/Robins (Maxwell AFB) (1)	AL/Robins (Robins) (1)	Antilles Consolidated School System (7)	Camp Lejeune (8)	Ft. Benning Schools (7)
What week/day of month are meetings conducted, e.g. 2d Tuesday?	4th Monday	3rd Monday	4th Monday	3rd thursday	3rd Wednesday	4th Monday
Time of meetings?	1630 hrs	1830 hrs	1630 hrs	1000 hrs.	1730 hrs - Exec Session; 1800 hrs Open Session	1300 hrs (5 mtgs); 1830 hrs (4 mtgs)
Average length of meetings?	1 - 1 1/2 hours	1 - 1 1/2 hours	1 - 2 hours	1 1/2 hours	2 1/2 hours	2 hours
How are meetings publicized (specify all); e.g. post paper, post TV, school bulletin, etc.?	Base newspaper, bi-weekly Information Update	Base newspaper, bi-weekly Inform Update	Newsletter to staff, board members, command; notice in base newspaper	Post paper, post TV, school bulletin	School Bulletin; Base Newspaper, Commander's TV Channel; Base Newspaper ; CLDS web site	Post paper, web site, school bulletin boards
Is agenda publicized along with meeting time and location?	Yes	Yes	Yes, in newsletter	Yes	Yes, on CLDS web site	Yes on website and school bulletin boards
Who develops the SB Agenda - School Board, SB Pres, Supt, SB Pres/Supt?	Superintendent	Superintendent	Superintendent and SB	SB and Superintendent	SB and Superintendent	Superintendent and SB
Where are SB minutes made available? e.g. school BB, newsletter, website, post paper	School Bulletin Board; Information Update	School BB, Inform Update	Newsletter to staff, board, command; posted in school	Schools media centers, website, copies as requested	See above comments concerning CLDS web site	Website and school bulletin boards
When are SB minutes made available to the parents/community?	Approx a week after SB meeting	Approx a week after SB meeting	Usually a 2-3 weeks after SB meeting	Next monthly meeting after approval of minutes	Within 10 days after SB meeting	After appproval by SB
Are minutes provided to DDESS HQ?	Yes	Yes	Yes	Yes	Yes	Yes
Are they provided to Installation/Garrison Cdr?	Yes	Yes	Yes	No, unless requested	Yes	Yes
How often does the SB have an executive session, and how long does it last?	Seldom	Seldom	Very seldom	Monthly; 1 hour	Monthly; 30 minutes	Usually twice a year for supt eval; maybe one more if circumstances require

School District? (# of schools)	Fort Bragg Schools (9)	Ft. Campbell Schools (8)	Ft. Knox (8)	Ft. Stewart School System (2)	Guam (4)
Number of members on the school board (SB)?	9	7	7	7	5
Is there a HS student non-voting member on the SB?	N/A	No	No	NA	No
Electorate from which the SB member is elected, e.g. housing area, school, at large?	7 by housing area; 2 at-large	Housing Areas	5 by housing area: 2 at large	2 per school; 3 at-large	School
Must the SB member have a student enrolled in DDESS?	No	No	Yes	No	Yes
Must voters have a student enrolled in DDESS?	Yes	Yes	Yes	Yes	Yes
What month is the SB election held?	May	Sep	May	May	May
Length of term (years) for SB members?	3 years	2 years	2 years	3 years	2 years
How many consecutive terms are allowed?	Unlimited	2	2	2	Unlimited as long as member has a student in school
Length of term for Pres & VP?	1 year	1 year	1 year	1 year	1 year
How many consecutive terms allowed for Pres and VP?	Unlimited	2	1	6	Unlimited
What is the position of the person(s) who conducts SB training?	Superintendent	Superintendent	Superintendent	Superintendent	Superintendent/Asst Supt and Personnel Director/Chief of Staff
Is SB training for new members or all members?	All	New members, but all are invited	All members	All members	All members
How much training is provided, e.g. 4 hours, one day, 3 days, etc.?	8 hours	Three 4-hour training sessions	8 hrs	8 hours	1 day
Number of SB meetings held during the school year?	9	10	10	10	9 minimum
Which months are SB meetings conducted?	Sep, Oct, Nov, Jan, Feb, Mar, Apr, May, Jun	Aug, Sep, Oct, Nov, Jan, Feb, Mar, Apr, May, Jun	All except July & December	Aug, Sept, Oct, Nov, Jan, Feb, Mar, Apr, May, Jun	Aug, Sept, Oct, Nov, Jan, Feb, Mar, Apr, May, Jun

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School District? (# of schools)	Fort Bragg Schools (9)	Ft. Campbell Schools (8)	Ft. Knox (8)	Ft. Stewart School System (2)	Guam (4)
What week/day of month are meetings conducted, e.g. 2d Tuesday?	4th Monday	4th Monday	3rd Tuesday	2ND Tuesday	2nd Tuesday
Time of meetings?	1800 hrs	1900 hrs	1600 hrs	0930 hrs.	1100 hrs
Average length of meetings?	1-1.5 hours	1-2 hours	1 - 2 hours	1 1/2 hours	1 1/2 hours
How are meetings publicized (specify all); e.g. post paper, post TV, school bulletin, etc.?	School bulletins, post and base newspapers; school marquees	FCS Website, Fort Campbell TV, Community Newsletter	Post paper, school bulletins, command meetings	Parent newsletter; reader boards; post paper; post TV	Community/Base news paper, Closed circuit TV, school newsletters
Is agenda publicized along with meeting time and location?	Yes	When possible in each school	Yes	No to general public. SB members receive copy of agenda prior to mtg.	Yes
Who develops the SB Agenda - School Board, SB Pres, Supt, SB Pres/Supt?	SB President and Superintendent	Superintendent and SB President	Superintendent and SB	SB President and Superintendent	SB President and Superintendent
Where are SB minutes made available? e.g. school BB, newsletter, website, post paper	At schools	Community newsletter, website, certified and non-certified union presidents, superintendent's office.	Superintendent's office, w/ copy to each board member	Each media center has copies of the SB minutes / Website beginning this SY	DSO Admin Assist Office
When are SB minutes made available to the parents/community?	At the Board meeting and the schools	Approximately one week following the SB meeting.	Within 10 working days after SB meeting	After SB approval	Monthly
Are minutes provided to DDESS HQ?	Yes	Yes	Yes	Yes	Yes
Are they provided to Installation/Garrison Cdr?	Yes	Yes	Yes	Yes	Yes
How often does the SB have an executive session, and how long does it last?	As needed	As needed; usually 2 - 3 per year	Monthly; 1 hour	As needed	Monthly; 1 hour

School District? (# of schools)	SC (Ft. Jackson) (3)	SC (Laurel Bay) (2)	VA/NY (Dahlgren) (1)	VA/NY (Quantico) (4)	VA/NY (West Point) (2)
Number of members on the school board (SB)?	5	5	5	5	5
Is there a HS student non-voting member on the SB?	NA	NA	N/A	No	NA
Electorate from which the SB member is elected, e.g. housing area, school, at large?	At large	At large	School	At large	At large
Must the SB member have a student enrolled in DDESS?	No	No	No	No	No
Must voters have a student enrolled in DDESS?	Yes	Yes	Yes	Yes	Yes
What month is the SB election held?	Oct	May	Sep	May or June	Apr
Length of term (years) for SB members?	3 years	3 years	3 years	1 or 2 years	2 years
How many consecutive terms are allowed?	2	2	2	2	2
Length of term for Pres & VP?	1 year	1 year	1 year	1 year	1 year
How many consecutive terms allowed for Pres and VP?	2	2	2	Usually 2	2
What is the position of the person(s) who conducts SB training?	Superintendent	Superintendent	Superintendent and/or DDESS Counsel.	Superintendent and/or DDESS Counsel	Superintendent or DDESS Counsel
Is SB training for new members or all members?	New members and, as needed, for all members	New members, and, as needed for all members	All members.	All members	All members
How much training is provided, e.g. 4 hours, one day, 3 days, etc.?	2 hours for orientations; 2-4 for on-going training	1-2 hours for orientation;2-4 for on-going training	One session with Superintendent and one with legal counsel.	Minimum of one session with Superintendent	Varies; SY 01-02: 2.5 hours
Number of SB meetings held during the school year?	9	9	9	10-11 minimum	10-11
Which months are SB meetings conducted?	Aug, Sept, Oct, Nov, Jan, Feb, Mar, Apr, May	Jan,Feb,March,Apr,May,Aug,Sept,Oct, Nov	Sep, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May	All except July and/or August	Aug, Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May, Jun

School District? (# of schools)	SC (Ft. Jackson) (3)	SC (Laurel Bay) (2)	VA/NY (Dahlgren) (1)	VA/NY (Quantico) (4)	VA/NY (West Point) (2)
What week/day of month are meetings conducted, e.g. 2d Tuesday?	1st Tuesday after the 15th	3rd Thursday	Varies based on SB members' travel schedules.	2nd Thursday	Last Tuesday
Time of meetings?	1600 hrs	1600 hrs	1630 hrs	1630 hrs or 1700 hrs	1900 hrs
Average length of meetings?	2 hours	2 – 2 1/2 hours	1 1/2 hours	2 - 2.5 hours	1 - 1 1/2 hours
How are meetings publicized (specify all); e.g. post paper, post TV, school bulletin, etc.?	School newsletters, post information exchange council calendar, post newspapers	Marquee, newsletters sent home, newspaper on post	School newsletter and base marquee.	Base LAN Manager messages, Base newspaper, monthly calendar given to students	At start of SY: all mtgs posted in the post paper and on post E-mail bulletin board. Monthly: Post TV; School Bulletins and E-Mail Distribution List
Is agenda publicized along with meeting time and location?	No, not usually	No, not usually	No	Publicized on LAN Manager messages and in Base newspaper	Yes
Who develops the SB Agenda - School Board, SB Pres, Supt, SB Pres/Supt?	Superintendent and SB President	Superintendent and SB Chairman	Superintendent and SB President	Superintendent and SB	Superintendent & SB President
Where are SB minutes made available? e.g. school BB, newsletter, website, post paper	At the meetings, in the Central Office, a copy is sent to each Union President, DDESS HQ	Minutes are located in the superintendent's secretary's office, copies sent to each union and to DDESS	A copy of the minutes may be obtained from the School Board Clerk.	School offices and Superintendent's office	Post E-Mail Bulletin Board, DSO Bulletin, DSO Office, E-Mail Distribution List for those who ask for a personal copy
When are SB minutes made available to the parents/community?	Whenever anyone asks for them	After approval at meeting	After approval by the Board.	Next monthly meeting after approval of minutes	Unofficial minutes posted in DSO Bulletin 2-3 weeks after meeting. Approved minutes published on Post E-Mail Bulletin Board and sent to E-Mail Distribution List for those who ask for a copy.
Are minutes provided to DDESS HQ?	Yes	Yes	Yes	Yes	Yes
Are they provided to Installation/Garrison Cdr?	Yes	Yes	No	No	Yes
How often does the SB have an executive session, and how long does it last?	As needed; length varies	As needed; length varies	As needed; very infrequently	As needed; length varies	NA

Table C-11. School Board, DAC and SAC Information on Websites

District, SB, School	Website search - 1-2 June 2002
Brussels District	Link to all schools, but no information on the DAC, SAC or SB.
Eifel Community SB	Good website, but info is from last SY. Includes list of members, SB responsibilities, minutes: 2 executive & 1 public SB meeting, bylaws, and a link to community schools.
Spangdahlem ES	Very brief description of SAC in Parent Student Handbook
Spangdahlem MS	Very brief description of SAC in school improvement section
Bitburg ES	Brief description of SAC in parent handbook
Bitburg MS	SAC Minutes on BMS intranet - requires password to access
Bitburg HS	Link to Eifel SB with By-laws and one Exec Bd Mtg agenda-Jan 01; Student handbook contains good information on SAC organization, responsibilities, and operations.
Isles District	Link to Lakenheath SB; Alconbury SB Meeting minutes and DAC. The DAC site lists SY 01-02 members, bylaws and 3 Oct 01 minutes.
Lakenheath/Mildenhall Community SB	On Isles District website; confusing index of file names to include notice on elections May 2002 and information on how to contact the SB. SB Minutes from 12 Feb 01 on the Isles District website.
Lakenheath ES	Good discussion of SAC in Student Handbook
Liberty IS (Lakenheath)	No information about the SAC
Feltwell ES	Parent Bulletin - notice of next SAC meeting & solicitation of parent members; link to SB site
Lakenheath MS (Feltwell)	Very brief description of the SAC under school organizations
Lakenheath HS	Only SAC information was on Mar 02 calendar - meeting 26 Mar
RAF Alconbury SB	On Isles District website; contains minutes from 12 Feb 01 SB public meeting
Alconbury ES	Link to SAC minutes; most current: Oct 2000- very detailed
Alconbury HS	SAC has separate website with comprehensive information
Kaiserslautern District	A "Parent Involvement" page with a brief description of the SAC, DAC, IAC, and SB; list of SY 01-02 SB meeting times, dates & locations; agenda for 2 meetings.
Kaiserslautern Military Community SB	Some information on the Kaiserslautern District & Ramstein ES websites.
Ramstein ES	Very brief description of the SAC; link to KMC SB page with information about how to get an issue addressed and the meeting schedule for Spring 2001
Ramstein IS	Brief description of the SAC and SB
Ramstein MS	Very brief description of the SAC and IAC
Ramstein HS	No information about the SAC
Kaiserslautern ES	Brief description of the SAC in the Student Handbook
Kaiserslautern MS	Very brief description of the SAC in the Student Handbook
Kaiserslautern HS	Parent organization site mentions SAC and SB and references the Parent Handbook (not on the website) for more information.
Sembach ES	Very brief description of SAC
Sembach MS	Brief description of the SAC
Landstuhl E/MS	Brief description of the SAC in the Parent Student Handbook
Vogelweh ES (Kaiserslautern)	No information about the SAC
Mediterranean District	Good general information about a SAC; no information or link to School Boards
Aviano AB SB	Link on former Vajont ES website with brief description of SB purpose, composition and examples of actions (from spring 2001)
Pordenone ES (Aviano)	Brief description of SAC and member's names
Vajont ES (Aviano)	No information about the SAC
Aviano ES	No information about the SAC
Aviano HS	Brief description of SAC and SB in the Student Handbook; SAC meeting minutes - most current Mar 01
Incirlik AB SB	No information about the SB
Incirlik ES	No information about the SAC
Incirlik HS	No information about the SAC

Table C-12. LEA School Board Website Information:
Meetings, Agendas, and Minutes

County	Meeting Schedule	Meeting Agenda	Meeting Minutes
Fairfax County, VA	All meetings for the current and succeeding month	All regular meetings and work sessions for current and succeeding month	All regular meetings from January 2001 to most current approved minutes. Minute summaries available the day following a board meeting. No minutes for work sessions since no official actions are taken
Arlington, County, VA	All meetings from SY 98–99 through end of current SY	All meetings from SY 98–99 through end of current SY	All regular meetings from SY 98–99 to most current approved minutes
Washington, DC	All meetings from March 2001 to the current month	None	February–July 2001 only
Montgomery County, MD	Previous month through the end of SY 02–03	Most recent meeting and draft agenda two months in the future	Summaries for all meetings from April 1999 to present, posted the day following the meeting
Prince Georges County, MD	All meetings for the current and succeeding month	Next scheduled meeting and for those held in the past 5 months	All regular meetings from January 2001 to most current approved minutes

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14. ABSTRACT
This paper provides an independent assessment of the United States Air Force Europe (USAFE) School Board Test Program, which was conducted at six locations in Europe to determine if school boards provide an improved way for parents to voice concerns about their children's education. It includes the findings of extensive interviews with military leaders, parents, administrators, and teachers in Europe, the Continental United States (CONUS), and the Pacific; a review of relevant documents; and quantifiable analyses of objective and subjective data about Department of Defense Education Activity (DoDEA) advisory organizations and Local Educational Agency (LEA) school boards. The 2-year test was conducted during School Year (SY) 00–01 and 01–02. During that time, school boards, which had elected parents as members, replaced Installation Advisory Committees (IACs), with an equal number of parents and teachers elected from the School Advisory Committees (SACs) at the installation. The USAFE School Boards were evaluated against the current IAC system in the Department of Defense Dependent Schools (DoDSS) and the school board system used in the Domestic Dependent Elementary and Secondary Schools (DDESS). The assessment concluded that the school board system did not increase the parents' ability to influence school-system decisions or increase parental participation in the education process. The current systems in DoDDS and DDESS are effective and should continue. Parents need to be educated continuously on how they can be effectively involved in their children's education.

15. SUBJECT TERMS
Department of Defense Education Activity (DoDEA), Department of Defense Dependent Schools (DoDDS), Domestic Dependent Elementary and Secondary Schools (DDESS), Installation Advisory Committee (IAC), parental involvement, School Advisory Committee (SAC), school board

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