



BOARD POLICY

OPERATING LIMITATIONS 2.10 EFFECTIVE FAMILY, SCHOOL AND COMMUNITY PARTNERING

Monitoring Method: Internal. Frequency: Biannually – November and June.

Adopted: March 18, 2009.

Revised: September 7, 2011.

NEW VERSION FOR CONSIDERATION 4/5/17 - BB

The Superintendent shall not fail to create and sustain family, school, and community partnering at the classroom, school, and district levels.

Ensure that an effective systemic family and community partnering is infused within the relevant district practices, infrastructures, policies and procedures by providing:

1. Welcoming environments where families, community members, and school staff feel valued and have opportunities to communicate with each other and understand what students are learning.
2. Sustaining inclusive and nurturing environments which value cultural diversity, awareness, and sensitivity.
3. The knowledge and skills of parents and staff in order to create environments where parents can:
 - Advocate for their children's needs
 - Assist with their child's learning
 - Interact with school and district leaders to provide vision and direction for schools and the district.
 - Participate in district family engagement opportunities
4. The district accountability committee and all school accountability committees are comprised of the necessary membership to foster an environment where families and community members are empowered to influence school offerings and policy.

Monitoring and Community Engagement Monitoring

1. Use appropriate data to examine the effectiveness and quality of partnering, as enumerated above, on a quarterly basis to make adjustments as necessary for improved outcomes.
 - We would like to see data broken down by some specific populations and areas so get further insights on where things are going well and where we need to do more work.
 - Development of an implementation plan with goals and measures should be established for monitoring

2. Establish and maintain robust community outreach program to build community-school and community-district partnerships that will:
 - engage the community in supporting the goals of the district
 - involve the community in visioning and direction of the district
 - ensure the community feels welcomed and informed of district and school events
 - Broadly advertising school events and performances
 - Extending invitations to community leaders and organizations
 - Involve the community providing a quality educational experience for our students through:
 - volunteer opportunities
 - mentorships
 - Apprenticeships
 - Public-private partnerships
 - Inform the community of district fiscal, academic and other challenges, as well as, district successes.
 - Offering a variety of opportunities for parent and community members to engage with school and district staff
 - Participation will be representative across the district
 - Participation will be broad and deep at each school

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OPERATING LIMITATIONS
2.10 EFFECTIVE FAMILY, SCHOOL AND COMMUNITY
PARTNERING

Monitoring Method: Internal. Frequency: Biannually – November and June.

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NEW VERSION FOR CONSIDERATION 04/5/17 - NJ

The Superintendent shall not fail to create and sustain family, school, and community partnering at the classroom, school, and district levels

Ensure that an effective systemic family and community partnering is infused within the relevant district practices, infrastructures, policies and procedures by providing:

1. Welcoming environments where families, community members, and school staff feel valued and have opportunities to communicate with each other and understand what students are learning. (substitute “student learning objectives” here?)
2. Sustaining inclusive and nurturing environments which value cultural diversity, awareness, and sensitivity.
3. The knowledge and skills of parents and staff in order to create environments where parents can:
 - Advocate for their children’s needs
 - Assist with their child’s learning
 - Interact with school and district leaders to provide vision and direction for schools and the district.
 - Participate in district family engagement opportunities
4. The district accountability committee and all school accountability committees are comprised of the necessary membership to foster an environment where families and community members are empowered to influence school offerings and policy.

Monitoring and Community Engagement Monitoring

1. Use appropriate data to examine the effectiveness and quality of parent and community partnering and its effectiveness in helping achieve district Ends and Operating Limitations enumerated above, on a quarterly basis to make adjustments as necessary for improved student outcomes.
 - The Board would like to see data broken down by some ?? specific populations and areas so get further insights on where things are going well and where we need to do more work areas of success and areas with growth opportunities.
 - Development of an implementation plan with goals and measures should be established for monitoring to be reported to the community and the Board
2. Establish and maintain robust community outreach program to build community-school and community-district partnerships that will:
 - o engage the community in supporting the goals of the district
 - o involve the community in visioning and direction of the district (swap the two first bullets so they are in order of action and priority)
 - o ensure the community feels welcomed and informed of district and school events

- Broadly advertising school events and performances
- Extending invitations to community leaders and organizations
- Involve the community providing a quality educational experience for our students through:
 - volunteer opportunities
 - mentorships
 - Apprenticeships
 - Public-private partnerships
 - informing students of club, sports, and other extra-curricular activities within our communities
- Inform the community of district fiscal, academic and other challenges, as well as, district successes.
- Offering a variety of opportunities for parent and community members to engage with school and district staff
 - Participation will be representative across the district
 - Participation will be broad and deep at each school

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