



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 - 3/4/17

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

Additionally, without limiting the scope of the foregoing by this enumeration, the superintendent shall not fail to:

1. Ensure effective systemic family and community partnering is infused within relevant district practices, infrastructures, policies and procedures. Which includes:
 - ~~Ensuring parent and community members have a~~ Offering a variety of opportunities for -parent and community members to engage with the school and district s, its staff and the district
 - ~~Make sure all parts of the district are getting involved~~ Participation will be representative across the district
 - ~~Provide opportunities for families and community members to become active participants in the school~~ Participation will be broad and deep at each school
 - ~~Enabling families and school and district staff to engage in regular, two-way,~~ Meaningful communication between families, school, and district staff by utilizing relevant mediums. Success should be measured through:
 - -Diversity of channels
 - Breadth of responses
 - Increase in participation
 - ~~Establishing~~ welcoming, inclusive environments where families and community members feel valued and have opportunities to connect with each other, school staff and what students are learning.
 - ~~Sustaining nurturing~~ Ensuring an environments of cultural diversity, awareness, and sensitivity
2. Have systems in place to build the capacity of parents and staff to strengthen school-family partnerships. The district will ~~make available~~ facilitate the use and distribution of -best-practice resources for knowledge and skill building that encompass:
 - Parents assisting in student learning
 - Parent advocacy for their children
 - Staff development of relationships with families.
 - Staff development of intercultural competency

3. Use data to examine the effectiveness and quality of partnering on a regular basis and make adjustments in a timely manner.
 - Monitoring
 - 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...

4. Ensure families are empowered to be advocates for their own and other children, so that students are treated fairly, have access to learning opportunities that will support their success and access to expanded learning opportunities, community service, civic participation, clubs and extra curricular activities. *(Not sure how to re-word this but know it needs work!)*

5. Ensure that the district accountability committee and all school accountability committees are comprised of the necessary membership, fulfilling the responsibilities as intended in law and policy, and providing for meaningful partnership and input.

6. Ensure community outreach occurs 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
 - mentorship ~~opportunities~~
 - Apprenticeships
 - Public-private partnerships
 - Inform the community of district fiscal, academic and other challenges, as well as, district successes.

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PARTNERING**

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Brian and Jamey's wording is in blue.

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

Additionally, without limiting the scope of the foregoing by this enumeration, the superintendent shall not fail to:

1. Ensure effective systemic family and community partnering is infused within relevant district practices, infrastructures, policies and procedures. Effective family partnering includes:
 - *Engagement across the district.* Parents in all parts of the district will have multiple opportunities to get involved at each school and at the district level. (District level engagement data will show involvement of parents from all parts of the district and from appropriate school levels)
 - *Effective communication.* Families and school staff engage in regular, robust and multi-faceted, two-way, meaningful communication about opportunities for engagement, student learning and relevant policies or system changes that impact families.
 - *Welcoming all families into the school community* – schools will create inclusive environments where families from all economic, racial and cultural backgrounds feel welcomed, valued and connected to each other, to school staff, and to what students are learning and doing in class.

Ensure effective systemic family and community partnering is infused within relevant district practices, infrastructures, policies and procedures. Which includes:

- Ensuring parent and community members have a variety of opportunities to engage with the schools, its staff and the district
 - Make sure all parts of the district are getting involved
 - Provide opportunities for families to become active participants in the school
 - Enabling families and school and district staff to engage in regular, two-way, meaningful communication by utilizing relevant mediums.
 - Establishing welcoming, inclusive environments where families and communities members feel valued and have opportunities to connect with each other, school staff and what students are learning.
 - Ensuring an environment of cultural awareness and sensitivity
2. The district will have systems in place to build the capacity of parents to help support their child's learning and healthy development at home and at school.

The district will make available resources for knowledge and skill building that encompasses:

- Parents assisting in student learning
- Parent advocacy for their children
- Staff development of relationships with families.
- Staff development of intercultural competency

3. Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly, have access to learning opportunities that will support their success and access to expanded learning opportunities, community service, civic participation, clubs and extra curricular activities.

Ensure that the district accountability committee and all school accountability committees are comprised of the necessary membership, fulfilling the responsibilities as intended in law, and providing for meaningful partnership and input.

4. Teachers, staff and parents will have opportunities to build their knowledge and skills in best practices in communicating, building relationships and strengthening school-family partnerships.

Use data to examine the effectiveness and quality of partnering at all levels on a regular basis and make adjustments in a timely manner.

- Monitoring
 - 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.

5. Ensure that the district school improvement team and all school improvement teams are, at a minimum, comprised of the membership and fulfill the responsibilities in the manner intended in law and provide meaningful engagement opportunities for parents to provide feedback into larger directional ideas and issues for the school.

- ~~6. Provide district and school level plans and resulting data to document the effort and the effectiveness of parent engagement strategies.~~

Monitoring

~~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.~~

Community engagement

Concepts

- Make sure we understand the needs, skills and qualification of our graduates,
- Community feels like they are a partner in the district's efforts to provide a quality educational experience for our students and that they have a voice and a vested interest in the education of our students and the success of the district
- The district will engage the community in supporting the goals of the district
- The district will provide opportunities for community members and businesses to engage in visioning and decision-making in the direction of the district. (Facilities, academics,

- Community feels welcomed and informed to district events. Efforts are made to invite and engage the community in school activities. Volunteer opportunities are available for community members
- Adams 12 will try to create mentorships, apprenticeships, public private partnerships
- Creating opportunities for educating the community on the legislative and financial challenges of the district.—District needs to communicate the facts of its fiscal and facilities challenges to the community.