# COMMUNITY SCHOOLS DEPARTMENT



Every child is a *different* kind of *flower*, and all together make this world a *beautiful* garden.

## STANDARD OPERATING PROCEDURES
## 2024-2025

# Mission | Vision

**Activating DREAMS & unlocking POTENTIAL.**

We cultivate a culture of **ACADEMIC EXCELLENCE** for all and a community of **EMPATHY, EQUITY,** and **ACCOUNTABILITY** that empowers students to succeed beyond graduation.

# Core Values

### Student-Centered

We approach our work with an open, curious mindset, committed to learning and relentlessly focused on our students' needs and interests. We believe that student voice is essential to understanding and solving the core issues of education and that including student voice is a priority.

### Relationships

We intentionally develop relationships to create a culture of safety, trust, and openness so that every student, family, staff member, and community partner feels valued and connected.

### Excellence

We work with integrity and hold ourselves accountable for exemplary outcomes, service, and interactions.

### Diversity, Equity, Inclusion, and Belonging

We foster equitable and inclusive schools where adults take responsibility for student learning outcomes, value and empathize with diverse lived experiences of others, dismantle systems of oppression, align resources for equitable opportunities, and eradicate achievement gaps.

### Safety

We create safe and supportive environments that foster human connection, help us reach our shared goals, and drive student success.

# COMMUNITY SCHOOLS DEPARTMENT

## VISION STATEMENT

To use Community School strategies to build a solid foundation that promotes equity and educational excellence for all learners.

## MISSION STATEMENT

To cultivate a culture of academic excellence, in partnership with schools, students, families, and community stakeholders, utilizing inclusive and innovating learning opportunities for all learners.

# TABLE OF CONTENTS

# COMMUNITY SCHOOLS DEPARTMENT LIST

| Community Schools | Community Liaison Specialist | Grade Level |
|---|---|---|
| Roberto Clemente School No. 8 | Shardai Bowman | PreK-6 |
| Dr. Martin Luther King Jr. School No. 9 | Vacant | PreK-6 |
| John Walton Spencer School No. 16 | Ernestine Brown | PreK-6 |
| Enrico Fermi School No. 17 | Qawan Bollar (CCSI) | PreK-6 |
| Dr. Charles T. Lunsford School No. 19 | TaNika Edwards | PreK-6 |
| Abraham Lincoln School No. 22 | Valerie Medley | PreK-6 |
| Henry Hudson School No. 28 | Kwamaine Much | PreK-6 |
| John James Audubon School No. 33 | Lesline Andino | PreK-6 |
| Mary McLeod Bethune School No. 45 | Ja'Net Scott | PreK-6 |
| Edison Career & Technology High School | Christiney Fraguada | 9-12 |
| James Monroe High School | Vacant | 9-12 |
| Padilla Upper High School | Vacant | 9-12 |
| East Lower/ High School | Vacant | 7-12 |

# COMMUNITY SCHOOLS NETWORK MEETINGS

| **SUMMER 2024**<br>Every Friday<br>10:00 AM - 3:00 PM | **SCHOOL YEAR 2024-2025**<br>Tuesdays (bimonthly) /Hart Street<br>10:00 AM - 3:00 PM |
|---|---|
| July 12, 2024<br>July 19, 2024<br>July 26, 2024<br>August 2, 2024<br>August 69, 2024<br>August 16, 2024<br>August 23, 2024<br>August 30, 2024 | September 24, 2024<br>October 8, 2024<br>October 29, 2024<br>November 12, 2024<br>December 3, 2024<br>December 17, 2024<br>January 7, 2025<br>January 21, 2025<br>February 4, 2025<br>February 25, 2025<br>March 11, 2025<br>March 25, 2025<br>April 8, 2025<br>May 6, 2025<br>May 20, 2025<br>June 10, 2025 |

## COMMUNITY SCHOOLS NETWORK MEETING EXPECTATIONS

**All meetings are mandatory.**
*Exceptions are illness or approved vacation.

**Laptop Computer**
Please bring your charged laptop to every meeting.

# REQUEST FOR ABSENCE & COMMUNICATION

## REQUEST FOR ABSENCE - ILLNESS

- Submit your RFA either before or after you return from an illness to Lieselle Taylor, Director of Community Schools.

- Copy in your principal, school secretary, and FACE secretary, Michaela Wall.

- Input your time in Peoplesoft.

## REQUEST FOR ABSENCE - VACATION

- Email your RFA for approval at least a week in advance for approval to Lieselle Taylor.

- Copy in your principal, secretary and Michaela Wall

- Lieselle will approve or disapprove your request and send you a signed copy

- Keep hard and electronic copies of your RFAs

## TARDINESS

- If you are going to be more than 15 minutes late for a meeting, please email and text Lieselle Taylor, Director of Community Schools.

## EMAIL PROTOCOLS

- Email the person who has the answer/information needed

- Copy only people directly affected- on a need-to-know basis

- Do not reply all unless it is necessary

# FOOD PANTRY & FOOD DISTRUBUTION EVENTS

## FOOD PANTRIES

- Ordering for School-based food pantries has been centralized.

- Community Liaison Specialists must complete mandatory Civil Rights and Basic Food Safety Training.

- Community Liaison Specialists must keep monthly metrics on pantry use.

- DCS will send each Community Liaison Specialist a shopping list at the beginning of the month (first week) to each CLS.

- Community Liaison Specialists will select food items and email the DCS the completed list.

- DCS will place orders monthly and send confirmation to Community Liaison Specialists.

- Community Liaison Specialists must organize, inventory and rotate food in the pantry frequently.

- When deliveries arrive at the school, the invoice will be compared to the items received

- Community Liaison Specialists will upload invoices to Google Drive within 48 hours of food delivery.

- Michaela Wall will submit the invoices to Accounts Payable to process for payment.

## FOOD DISTRIBUTION EVENTS

- All CLS are required to attend all Food Distribution events.

- All CLS must inform CET members and other stakeholders of each event and garnish support.

# EVIDENCE COLLECTING DOCUMENTS

## WEEKEND SUMMARY REPORT

- Community Liaison Specialist will complete the Weekly Summary Report.

- They will provide a summary of their weekly work and describe their interaction with school partners, families, and students. They must provide at least 2 examples of how they used the Community Schools Key Practices.

- Due at the end of the business day on Friday.

## MONTHLY METRIX REPORT

- CLS must show evidence of how they supported parents, students, and families.

- Provide evidence of reports such as the food pantry metrics, the Partnership Inventory, Needs Assessment, and Quarterly Reports if they are a Receivership Schools.

- They must also provide at least 2 examples of how they used the Community Schools Key Practices in their document.

## MONTHLY CET MEETING MINUTES

- Community Liaison Specialist are required to upload their CET meeting minutes into the Partnership Inventory spreadsheet.

- Minutes should be uploaded within 48 hours of the CET meeting.

## QUARTELY COMMUNITY LIAISON SPECIALIST NARRATIVE

- Every quarter, each CLS must complete the Office of Family & Community Engagement document that demonstrates the following elements:
quality of work, quantity of work, leadership, job attitude, job knowledge, professional development, relationship with people, and attendance.

## COMMUNITY SCHOOLS BOOKLET

All Community Liaison Specialist are required to create a Community Schools Booklet. The document should include the following information:

- A cover page that includes the school's logo, name, picture, address, and CLS contact information.
- Table of Contents

### Section 1

- RCSD Vision and Mission
- School Vision and Mission
- Definition of a Community School & The Community Schools Framework
- School Improvement Plan (LSI, TSI, ATSI, CSI, & Receivership)
- Link to the Receivership Hub

### Section 2

- What is a Community Engagement Team?
- CET Protocols
- School Partnership Inventory
- Community Engagement Team meeting 2024-2025 schedule.
- CET Members
- List of all Community Schools, Community Liaison Specialist, and their contact information.

### Section 3

- What is a needs assessment?
- Current school needs assessment.
- Demonstrate areas of growth and areas in need of improvement.

# STANDARD OPERATING PROCEDURES

## BEFORE THE CET MEETING

- Calendar Invitations must be added for the year in Outlook

- The meeting agenda and powerpoint must be submitted to the Director of Community Schools at least 5 days before the meeting for review.

- Once approved, the agenda should be emailed to the CET at least 3 days before the meeting.

- Assign meeting roles: Note-taker and Time Keeper

## DURING THE CET MEETING

- Have a sign-in sheet for attendance

- If it's a virtual meeting, record

- Display the CET powerpoint

- Review the meeting agenda with the team
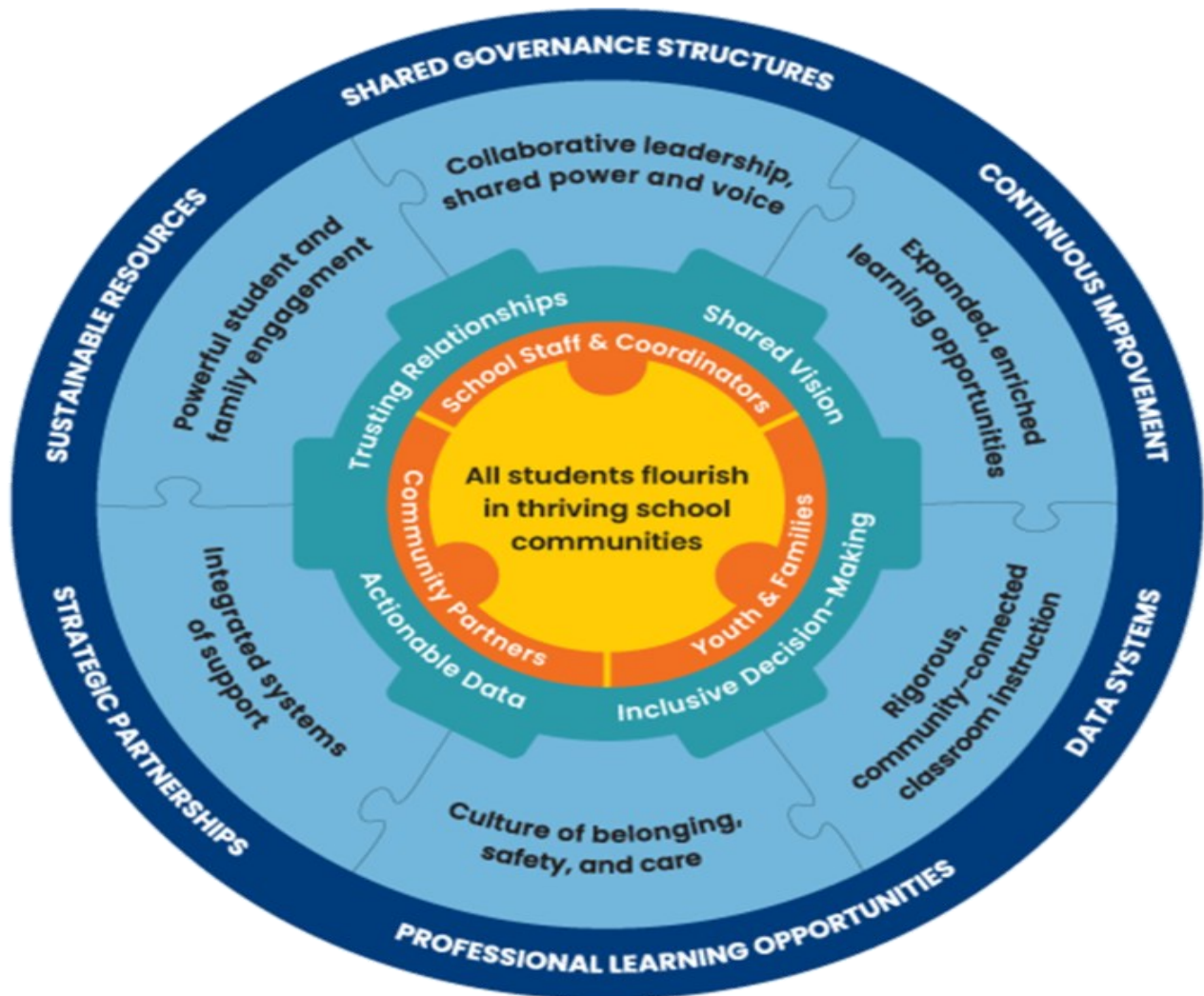
- Provide a meeting survey.

## AFTER THE CET MEETING

- Send the meeting minutes and survey results within 48-hours.

- Complete CET self-reflection.

- Create the action items for the following CET meeting.

## CET DOCUMENTS

- CET documents (Minutes, Agendas, TEAMS links, Dates, times and locations) must be housed in the partnership inventory folder .

# COMMUNITY SCHOOLS FRAMEWORK

## Diagram

**SHARED GOVERNANCE STRUCTURES**

**SUSTAINABLE RESOURCES**

**CONTINUOUS IMPROVEMENT**

**STRATEGIC PARTNERSHIPS**

**DATA SYSTEMS**

**PROFESSIONAL LEARNING OPPORTUNITIES**

Collaborative leadership, shared power and voice

Powerful student and family engagement

Expanded, enriched learning opportunities

Trusting Relationships

Shared Vision

School Staff & Coordinators

Community Partners

Youth & Families

All students flourish in thriving school communities

Actionable Data

Inclusive Decision-Making

Integrated systems of support

Rigorous, community-connected classroom instruction

Culture of belonging, safety, and care

## Legend

| LEGEND | |
|---|---|
| 🟨 | Why we do this work |
| 🟧 | Who drives this work |
| 🟩 | Enabling Conditions |
| 🟦 | Key Practices |
| 🟦 | Supportive Infrastructure |

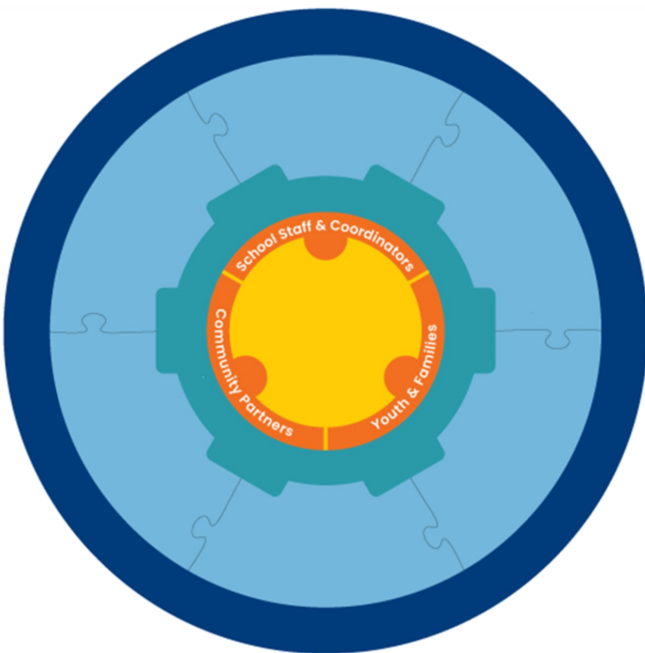# COMMUNITY SCHOOLS FRAMEWORK



All students flourish in thriving school communities

## WHY WE DO THIS WORK

The community schools strategy transforms a school into a place where educators, local community members, families, and students work together to strengthen conditions for student learning and healthy development.

As partners, they organize in- and out-of-school resources, supports, and opportunities so that young people thrive.
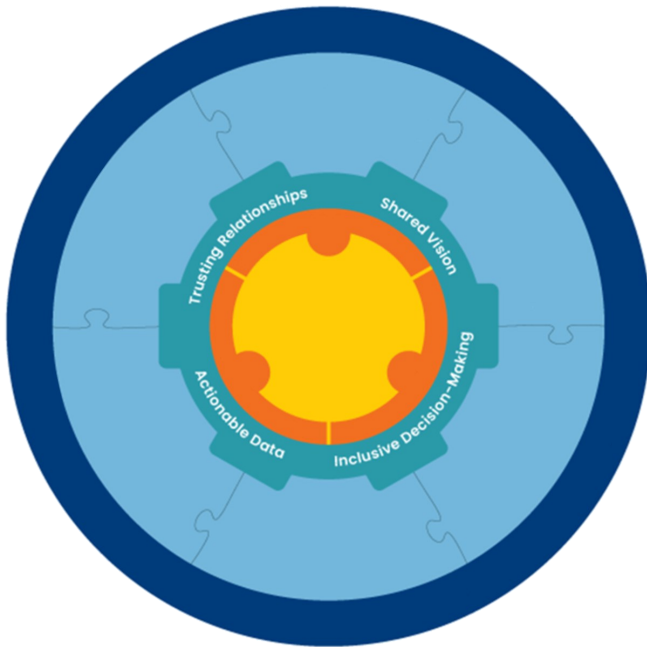


School Staff & Coordinators

Community Partners

Youth & Families

## WHO DRIVES THIS WORK

The school community, led by the principal and community school coordinator/manager, works to develop a vision and goals for the school, student and family well-being, and student learning.

When educators, families, students, and community partners share responsibility for developing the resources that address the unique needs of their schools and communities, they create conditions for working together that enable them to make transformative changes.

## ENABLING CONDITIONS

**Benevolence:**
Having confidence that another party has your best interests at heart and will protect your interests is a key ingredient of trust.

**Reliability:**
Reliability refers to the extent to which you can depend upon another party to come through for you, to act consistently, and to follow through.

**Competence:**
Similar to reliability, competence has to do with belief in another party's ability to perform the tasks required by his or her position. For example, if a principal means well but lacks necessary leadership skills, he or she is not likely to be trusted to do the job.
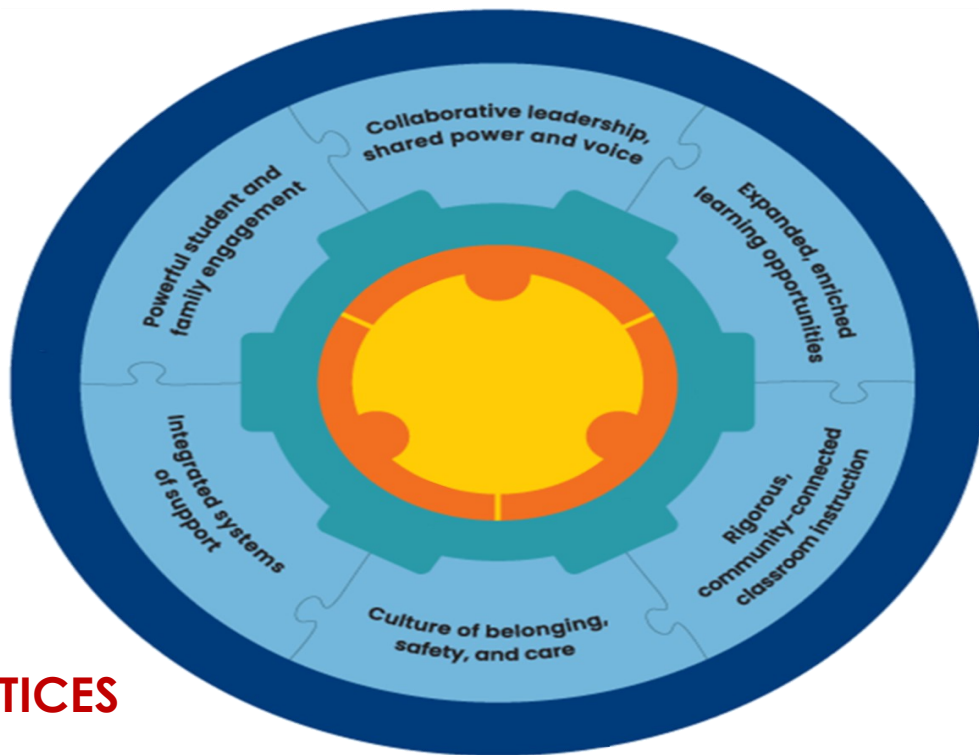
**Honesty:**
A person's integrity, character, and authenticity are all dimensions of trust. The degree to which a person can be counted on to represent situations fairly makes a huge difference in whether or not he or she is trusted by others in the school community.

**Openness:**
Judgments about openness have to do with how freely another party shares information with others. Guarded communication, for instance, provokes distrust because people wonder what is being withheld and why. Openness is crucial to the development of trust between supervisors and subordinates, particularly in times of increased vulnerability for staff.

## KEY PRACTICES

**Powerful student and family engagement**

Families and students actively participate in the school community and are key partners in decision-making, shaping the school's environment, priorities, and partnerships. Families' lived experiences and wisdom inform approaches to student success. As a result, schools become hubs providing opportunities for adults as well as young people.
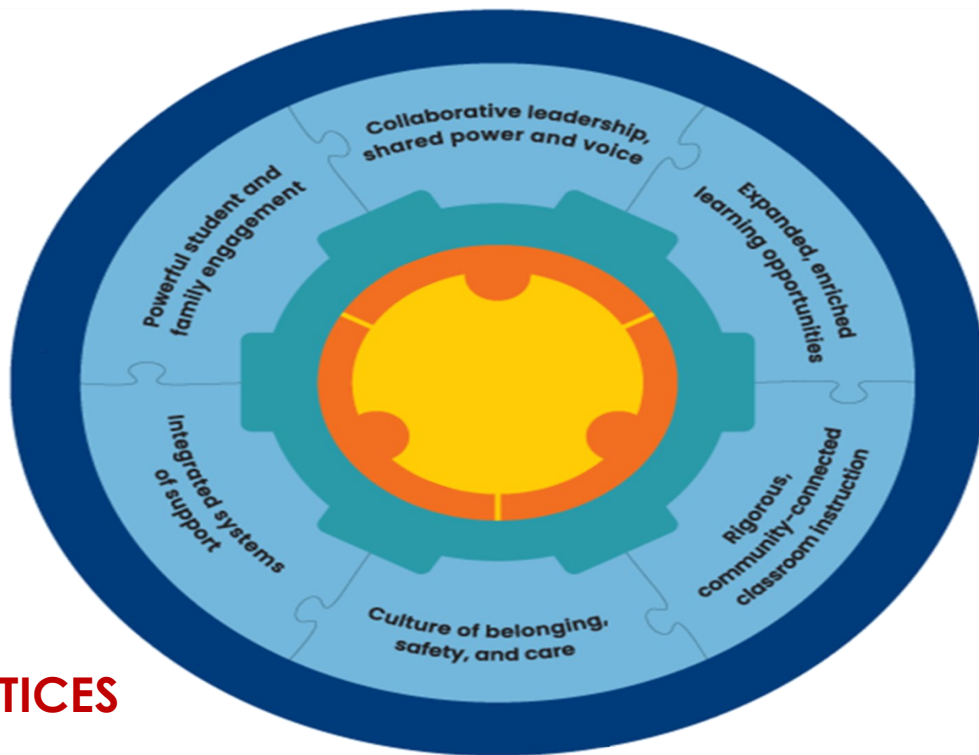
**Collaborative leadership and shared power and voice**

Families, students, teachers, principals, and community partners co-create a culture of professional learning, collective trust, and shared responsibility as they make decisions together. These decisions are made in both formal structures, such as site-based leadership teams and regularly administered surveys, and through more informal engagement, such as coffee with the coordinator, hallway conversations, and community gatherings.

**Expanded and enriched learning opportunities**

Before-and after-school, weekend, and summer programs provide expanded time, expanded staffing, and expanded opportunities for learning and engagement. These include academic instruction, enrichment and extracurricular activities, and individualized support. Students have opportunities to explore their passions, dive deeper into the application of academic content, and strengthen their knowledge and skills.

## KEY PRACTICES

**Rigorous, community-connected classroom instruction**

Teaching and learning in the school infuses high-level content and skills with real-world learning opportunities. The curriculum is deeply connected to the local community and students' identities, cultures, and experiences, providing opportunities for students to engage in meaningful inquiry-based learning and problem-solving.

**Culture of belonging, safety, and care**

The school climate is welcoming and fosters trust among students, families, partners, and staff. Each person in the school community is valued for their rich diversity of experiences and is encouraged to share their views, knowledge, and culture. The school becomes a place grounded in healthy relationships, in which members feel safe and comfortable navigating conflicts and taking risks. Students feel connected to and are active participants in the school community.

**Integrated Systems of Support**

To promote healthy learning and development, a dedicated team composed primarily of school staff and community partners intentionally and systematically coordinates services, supports, and opportunities that foster individual and collective well-being, using an assets-based approach to nurture the strengths and address the needs of students and families.

## SUPPORTIVE INFRASTRUCTURE

Community schools are not static entities; instead, they are constantly adapting and setting priorities based on intentionally collected, **actionable data**.

Working together, the school community tracks progress in ongoing improvement cycles of shared reflection, analysis, revision, and inclusive decision-making. This continuous improvement process both builds capacity and draws on the support of the entire school community to develop and maintain a responsive, high-quality community school where **students flourish**.

For this strategy to be effective and sustainable, a system-level **supportive infrastructure** needs to be in place. This includes, but is not limited to, **sustainable resources, shared governance structures, continuous improvement, data systems, professional learning opportunities, and strategic partnerships**. These can be provided in part by local, state, and federal policies, ongoing technical assistance, and private and public investments.

| Shared governance structures | Strategic community partnerships | Sustainable resources | Professional learning opportunities | Data systems |
|---|---|---|---|---|
| Local, state, and federal policies | | Ongoing technical assistance | | Private and public investments |

### Director
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