1. Purpose

The Board is committed to creating partnerships between District schools and community resources to offer programs which focus on academics, enrichment, health and social supports, youth and community development and family engagement, based on each school’s community needs. The Board is likewise committed to sustaining partnerships that many of its schools already have with external partners.

The Board understands such programs operate to promote the success of District students and create a network of centrally located supports for families and the community as a whole. The Board further recognizes by approving this policy that sustaining funding of community schools in collaboration with the local, state and federal entities is necessary to ensure the success of this policy.

2. Definitions

A community school is:

1. A place and a set of strategic, coordinated and results-focused partnerships among the school and other community resources that promote student achievement, positive conditions for learning and the well-being of families and communities;

2. Maintains core focus on the children of the school community, while recognizing that children grow up in families, and families are integral parts of communities;

3. Builds an integrated strategy that enhances academics and student well-being through enrichment, health and social supports, family engagement, and youth and community development;

4. Is anchored by the work of designated school staff; and

5. Provides a base for parent and community advocacy on behalf of children, school and community.
### 3. Guidelines

**Designation of a Community School**

Formal designation of a community school shall occur through an application process and shall be managed by a central District Community School Steering Committee. The steering committee is a group empaneled to monitor and implement the formal designation process, partnership development, conflict resolution and evaluation of District community schools. Membership of the Community School Steering Committee shall be determined by the Board of School Directors or its designee, in consultation with the Superintendent. Criteria for formal designation of a community school shall be developed by the steering committee and included in administrative regulations which correspond to this policy.

**Elements of a Community School**

The Board acknowledges that the design of each community school must be tailored to the specific needs and assets of the school’s children, families and communities, but the following are elements the Board considers essential to a successful community school:

1. School leaders that are committed to the community school strategy and view the strategy as parallel to the school instructional program;

2. Site coordinator(s) who have primary responsibility for planning, integration of community partners, and operations of the community school strategy at designated school sites, such as convening community partners for monthly meetings, etc.;

3. A central District administrator who ensures consistency in implementation of the community school strategy, partners with the school-based leadership team, and who coordinates, integrates and aligns programs and partnerships that serve students, families and the community;

4. Collaboration and engagement of parents/guardians, community partners, school staff and youth in substantively and regularly advising school leadership on matters that impact the well-being of the school’s children, including but not limited to, the school’s budget, non-academic program components and the use of the school building beyond regular school hours;

5. Community-based partners, including the Allegheny County Department of Human Services, that are invested in improving student outcomes that are
4. Delegation of Responsibility

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<td>involved in coordination and implementation of the community school program;</td>
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<td>6.</td>
<td>A services, supports, and advocacy program informed by a comprehensive and ongoing needs and assets assessment in the school and in the community;</td>
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<td>7.</td>
<td>Ongoing professional development for school leadership, all staff, parents and partners focused on improving the outcomes of the community school program;</td>
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<td>8.</td>
<td>Dedicated space in the school for site coordinators, partners and parents;</td>
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<td>9.</td>
<td>Coordination and sharing of data on student and school indicators such as attendance, achievement, and program participation between school staff and community partners, as permitted under state and federal laws and regulations;</td>
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<td>10.</td>
<td>A system for goal-setting and evaluation of the community school strategy.</td>
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<td>11.</td>
<td>Secure funding to cover the costs of the community school strategy.</td>
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The Superintendent or his/her designee shall be responsible for preparing administrative regulations necessary to implement this policy. Administrative regulations shall ensure District-wide standards for, but not limited to, the following:

1. Formal designation of community schools through an application process;
2. Parent, student and community engagement in assessing student and community needs, planning the community school, and ongoing oversight of implementation and evaluation;
3. School site decision-making structures; and
4. Evaluation of programs and partners.

Administrative regulations shall also define the structures necessary at the individual school level for a community school that is consistent with the within policy.

The Superintendent or his/her designee shall further be responsible for ensuring an annual assessment and report to the Board on implementation of this policy.