

**SUBJECT: COMMUNITY SCHOOL INITIATIVE****Statement of Policy**

The Board of Education recognizes that:

- a) There is growing evidence that student outcomes are improved when schools operate as community hubs with co-located or school-linked academic, health, mental health, nutrition, counseling, legal, and other services to students, their families and the community.
- b) To further its goal of improving student learning opportunities and to attempt to further meet the needs of the community, it is the policy of the Town of Webb UFSD to begin to implement the community school model in its school building in collaboration with other community partners. The overall goals of this initiative are to provide students and their families with the opportunities and support students and their families need to ensure readiness to learn a rigorous engaging curriculum; support connections between schools and community organizations that offer enrichment or supporting social or health services; and encourage the use of school sites as community resources.
- c) The expected outcomes of this initiative are higher academic achievement, increased student attendance in school, including reductions in chronic absence, and increased student and family engagement and improvements in overall student and community well-being (health/mental health).

**Characteristics of a Community School in the Town of Webb UFSD**

The core of a community school is a strong academic program based on quality engaging curriculum that encourages deeper learning and is designed to prepare all students for college, careers and citizenship. The success of a community school is ultimately measured by the growth in learning achieved by its students, and a community school is accountable for these results.

A community school creates coordinated and results-focused partnerships that demonstrate collaboration with the local community, including but not limited to engaging families and other community stakeholders and drawing on a broad set of resources, incorporating local and state government agencies, non-profit service providers, institutions of higher education, and the philanthropic and business communities in order to extend the impact and depth of programs.

To achieve the desired outcomes, a community school is available to students, families and the community at times and on days beyond the traditional school hours.

**Authority and Responsibility of Superintendent of Schools**

The Superintendent or his/her designee shall make recommendations to the Board regarding the budget, personnel, space, and other resources that can be deployed to support the community schools initiative while maintaining the District's educational programs there.

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The Superintendent may adopt Administrative Regulations, procedures, or protocols to define staff roles and assure proper documentation of agreements and expenditures made to enhance and support the community school model.

**Compliance and Accountability**

Personally identifiable information about students shall only be shared with other entities in compliance with the Family Educational Rights and Privacy Act (FERPA), Section 2-d of the New York State Education Law, and other applicable state or federal laws.

The expenditure of those portions of state-provided foundation aid that are allocated by law for support of the community schools initiative shall be accounted for in accordance with the standards and directions provided by the State Education Department. The expenditure of any additional funds appropriated by the Board to support the community schools initiative shall be accounted for and reported in a manner that will assist the Board in evaluating the effectiveness of expenditures in meeting the goals of this policy.

When a community-based service provider is school-located, there shall be an appropriate lease or memorandum of agreement delineating the respective responsibilities of the parties for expenses, maintenance and upkeep, casualty and liability insurance, and related matters.

Any employees, volunteers, or contractors of community-based service providers who work with students in the school buildings must be provided with a copy of the District's *Code of Conduct* and Acceptable Use Policy for use of the District's digital network, and provide a written acknowledgement of their responsibility to abide by those policies. Fingerprinting clearance procedures shall also apply where required by the Education Law.

Any collaboration, joint venture, common program, or public relations release shall properly preserve the District's intellectual property interests in the District's name, mark logo, mascot, etc.

The co-location of community-based services in the school building or on school grounds (including school buses) should be accomplished in a manner that does not create a broader public forum in that space than currently exists, unless the Board so agrees.