

Collaborating with the Community School Level Reflection Rubric



Use this rubric to focus on the goal of connecting the school with community resources. Consider how families and school staff can collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Think about where you see yourself in the process and using strategies to work closely with community organizations, businesses, and institutions of higher education to strengthen the school, make resources available to students, school staff and families. Mark the box that most clearly matches what you are doing now. The levels of quality build on each other, assuming that practices in the emerging and progressing levels will continue at the excellent level.

COLLABORATING WITH THE COMMUNITY			
ELEMENT	EMERGING	PROGRESSING	EXCELLENT
<p>Providing information regarding community activities and resources to staff and families</p>	<p>There is a designated area or binder containing information on community resources available to staff and families. School staff and parent leaders are somewhat familiar with community services and resources, but there is no specific strategy for connecting families to resources.</p> <p><i>For example, a family resource table, display rack, or bulletin board at the school is available to provide information on community services such as a used clothing exchange, dental clinic, and summer program expo.</i></p>	<p>School staff and parent groups provide families with information on available community resources and events through multiple accessible formats on a regular basis (i.e. newsletters, guest speakers, school-led workshops, a posted calendar of events). The school partners with local community event organizers to sponsor resource fairs.</p> <p><i>For example, with support from the parent group and staff, middle and high school students map all the community resources and create an online and print guide (in appropriate languages) for distribution to families and throughout the community while they earn credits for service-learning.</i></p>	<p>A family liaison is assigned with the specific task of connecting with and researching resources available in the community and is able to provide families with information about these resources to families.</p> <p><i>For example, teachers are able to connect the families of specific students with the family liaison who is adept at helping families navigate state assistance program applications. The liaison is able to give informal training to school staff to assist in identifying students whose families might benefit from this assistance.</i></p>



<p>Promoting lifelong learning to families and the community</p>	<p>The staff and parent groups are able to provide info to families on local colleges and GED courses. The school offers some mixed-use activities after-hours.</p> <p><i>For example, the school library maintains a section containing information on current course offerings from local colleges and can assist parents in registering online for courses. Some community groups use school facilities for events and activities during the school year or adult recreation programs are offered after hours at the school.</i></p>	<p>The school serves as a central resource to families and the community by offering access to technology services in the library or computer lab. School facilities such as the computer lab, library/media center, classrooms, and gym are open year-round for broad community use.</p> <p><i>For example, wifi access is offered to the community and the doors of the library are open to community for a few hours after school to assist in using the computers and other resources to build resumes, take online courses, etc.</i></p>	<p>The school serves as a higher learning satellite branch in partnership with a local college, Continuing Education program, or vocational school.</p> <p><i>For example, based on a family or community survey, classes are offered at the school in creative writing, Web design, English as a Second Language, storytelling, cooking, playing the drums and other culturally relevant skills and interests.</i></p>
<p>Establishing and maintaining integrated services between school and community</p>	<p>School staff and parent leaders have limited knowledge about services provided by outside agencies that may benefit families.</p> <p><i>For example, a binder or flyers exist in the office that contains information about different community organizations.</i></p>	<p>School staff and parent leaders make efforts to link families, through state referral processes, with available community services.</p> <p><i>For example, staff and parent groups are knowledgeable about information and referral lines available to the state and have a resource guide to link families to specific state and community resources.</i></p>	<p>School staff and parent leaders provide information to families on the integration of services available <i>onsite</i> at the school through community partnerships involving the school such as civic, counseling, health, recreation and other agencies, organizations and businesses.</p> <p><i>For example, staff and parent group members work with community members to run micro-enterprises such as party planning, Web design, and computer programming. Services such as school-based health centers, community cooperatives, and farmers markets are provided space and hosted by the school.</i></p>
<p>Developing and strengthening partnerships with the community to promote and enhance student learning</p>	<p>School staff and parent groups are aware of local businesses and their availability to assist the school.</p> <p><i>For example, the parent group appeals to local businesses to sponsor a family science program or donate food for school events.</i></p>	<p>School staff and parent groups actively locate and research opportunities for a variety of partnerships and sponsorships with businesses and community members.</p> <p><i>For example, business owners and service such as colleges, universities and larger statewide businesses are invited to partner with the school.</i></p>	<p>Community organizations and businesses are invited to participate in school events and services.</p> <p><i>For example, business and community leaders are invited to help judge student exhibitions or the local Rotary Club collaborates with the school and families to create a Student Leadership Academy.</i></p>



<p>Collaborating with the community to provide opportunities to students that enhance their learning</p>	<p>School staff and parent groups inform families of some opportunities available to students at school which are offered outside of the regular school day, such as after school tutoring programs.</p> <p><i>For example, the staff or parent group approaches youth groups about organizing chapters that can meet at the school.</i></p>	<p>School staff and parent groups inform families of some opportunities available to students at and outside of the school which are offered outside of the regular school day, such as after school programs, mentoring or tutoring programs and programs provided by museums, libraries and other learning institutions.</p> <p><i>For example, the school offers a resource fair to inform families of opportunities available to support student learning in the local community including the State Library System..</i></p>	<p>School staff and parent groups actively and intentionally seek partnerships with community mentors (small business owners or community leaders) that could assist in the academic growth of students and who would appreciate and mutually benefit from student-generated knowledge and projects.</p> <p><i>For example, students are encouraged to seek community collaborations that culturally link learning to their community to both motivate students and to assist the community as a whole.</i></p>
<p>Establishing collaborative out-of-school community service and service and experiential learning opportunities for students</p>	<p>School staff and parent leaders utilize some real-world instructional strategies for students to learn content in areas relevant to the community.</p> <p><i>For example, school staff and parent leaders support service to the community by students, families and schools such as recycling projects, activities for seniors and community beautification.</i></p>	<p>School staff and parent groups sponsor student businesses to bring student skills to the community.</p> <p><i>For example, with mentorship from local businesses, high school students start up a local café or bookstore, offer graphic design and printing, or do carpentry and light home repair as part of their academic learning plans.</i></p> <p>Service Learning Projects and Multit-age Mentoring Projects provide opportunities for students.</p>	<p>School staff and parent groups provide an avenue for students to research and locate opportunities for a variety of partnerships with businesses and community members including cultural, recreational, academic, health, social, commercial and faith-based entities that encourage experiential learning opportunities during and outside of the regular school day.</p> <p><i>For example, teachers and families work with grassroots groups to develop solutions to local problems (e.g. community groups donate supplies and labor to work with families and students on fixing up a deteriorating park, renovating a home for a needy family, or planting a community garden). Community service projects are organized in conjunction with local businesses to promote community wellness.</i></p>

