

**Agenda Item #:**

**ITEM TYPE:** Discussion

**BOARD AGENDA ITEM**

**TITLE: Review and Update of Policy #KC: Community Engagement**

**DATE: August 14, 2019**

**OVERVIEW:** Policy #KC: Community Engagement, was originally authored in 2008 and has been updated to reflect the current core beliefs of the school system and demonstrate a more contemporary approach to community engagement in CCPS. CCPS and our local community understands the benefits of strong relationships. Schools and community members must work together to effectively strengthen our schools and learning.

**LINK TO STRATEGIC PLAN:**

**Pillar II: Strengthen Productive Family and Community Partnerships**

OBJECTIVE II.i: Communication between CCPS and the community demonstrates transparency, trust and respect.

OBJECTIVE II.ii: CCPS seeks out, welcomes and engages parent and community volunteers to enhance student achievement.

OBJECTIVE II.iii: CCPS partners with local government, business, and agencies to support student learning.

**FISCAL IMPACT: None**

**RECOMMENDATION/FUTURE DIRECTION:** CCPS Staff seek approval of the BOE to review and revise policy KC: Community Engagement, to reflect a more contemporary approach to community engagement and the holistic benefits to CCPS students and their families.

**Submitted by:**

Jason A. Anderson, Chief Academic, Equity and Accountability Officer


**Approve/Concur:**

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Jason Anderson, Chief Academic, Equity and Accountability Officer

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Steven A. Lockard, Ph.D., Superintendent of Schools

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## Policy

### 1. Purpose

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~~To establish a uniform, county-wide policy which recognizes that parents, family members, and the community play an important role in the education of students. When students enter Carroll County Public Schools, the responsibility for their education is shared among the school, parents, and the community. Fostering positive home, school, and community partnerships is essential to successfully carrying out this shared responsibility.~~

~~The parents and communities of Carroll County represent a source of support, as well as an important resource for the Carroll County Public School System. Schools, parents, and communities must work as knowledgeable partners in the education of all students.~~


TO ESTABLISH A COUNTYWIDE POLICY AND DEVELOP FORMAL, STRONG RELATIONSHIPS WITH COMMUNITY PARTNERS. THESE PARTNERSHIPS RECOGNIZE THAT THE COMMUNITY PLAYS AN IMPORTANT ROLE IN STRENGTHENING THE EDUCATION OF ALL CHILDREN. SCHOOLS AND COMMUNITY MEMBERS MUST WORK COLLABORATIVELY, EFFECTIVELY, AND EFFICIENTLY TO STRENGTHEN SCHOOLS, FAMILIES, AND LEARNING.

### 2. Policy Statement

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The Board of Education endorses meaningful partnerships among schools, parents, family members, and communities ~~and expects parent participation on school system and school committees in order to promote social, emotional, and academic growth of students.~~


WHICH PROMOTE THE SOCIAL-EMOTIONAL GROWTH OF STUDENTS. IDENTIFICATION AND INTEGRATION OF RESOURCES AND SERVICES FROM THE COMMUNITY ARE NECESSARY TO REINFORCE SCHOOL PROGRAMS, FAMILY PRACTICES, AND STUDENT LEARNING. THESE RESOURCES HELP ESTABLISH FORMAL RELATIONSHIPS WITH

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COMMUNITY PARTNERS SO THAT FAMILIES HAVE ACCESS TO AND ARE AWARE OF ENRICHING LEARNING OPPORTUNITIES FOR CHILDREN AND ADULTS. IT IS AN EXPECTATION THAT SCHOOLS MAINTAIN REGULAR TWO-WAY COMMUNICATION WITH THE COMMUNITY AND ESTABLISH HIGH LEVELS OF COOPERATION WITH COMMUNITY AGENCIES TO PROVIDE SERVICES FOR STUDENTS. COMMUNITY PARTNERSHIPS MAY INCLUDE:

- AFTER-SCHOOL PROGRAMS;
- SOCIAL SERVICE AGENCIES;
- HOMELESS SHELTERS;
- PARENTING EDUCATION PROGRAMS;
- PARENT SUPPORT NETWORKS;
- CAREER CENTERS/JOB TRAINING CENTERS;
- ADULT EDUCATION PROGRAMS;
- ENGLISH LANGUAGE CLASSES;
- MENTORING PROGRAMS;
- YOUTH SERVICES PROGRAMS;
- COMMUNITY ADVISORY COMMITTEE;
- CIVIC ORGANIZATIONS;
- CHARITABLE AND NON-PROFIT ORGANIZATIONS SPECIALIZING IN CHILDREN/FAMILY SERVICES;
- LOCAL COLLEGE FACULTIES AND
- PARENT ADVISORY WORKSHOPS.

- ~~1. Communication—open and ongoing, two-way, meaningful communication is promoted among home, school and the community~~
- ~~2. Parenting—parenting skills are fostered and supported.~~
- ~~3. Student Learning—parents, families, and the community play an integral role in assisting student learning.~~
- ~~4. Volunteering—parents, families, and community members are welcomed in the school system. Their support and assistance are sought, encouraged, and recognized~~
- ~~5. Decision Making and Advocacy—parents, families, and community members are active partners in the decisions at the school and system level~~

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~~6. Collaborating with Community—community resources are used to strengthen schools, families and student learning~~

### **3. Exceptions**

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There are no exceptions to this policy.

### **4. Guidelines**

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THE FOLLOWING STRATEGIES ARE USEFUL WHEN INVOLVING THE COMMUNITY AT LARGE WHEN EDUCATING ALL STUDENTS:

- A. DEVELOP PARTNERSHIPS WITH LOCAL BUSINESS AND SERVICE GROUPS TO ADVANCE STUDENT LEARNING AND ASSIST SCHOOLS AND FAMILIES;
- B. FOSTER STUDENT PARTICIPATION IN COMMUNITY SERVICE;
- C. PROVIDE STAFF DEVELOPMENT TO STAFF MEMBERS ON THE PARTNERSHIPS AVAILABLE IN THE COMMUNITY;
- D. INVOLVE COMMUNITY MEMBERS IN SCHOOL VOLUNTEER PROGRAMS;
- E. INCLUDE COMMUNITY MEMBER REPRESENTATION ON ADVISORY COMMITTEES AND SCHOOL IMPROVEMENT TEAMS;
- F. PROMOTE COMMUNITY PARTICIPATION ON SCHOOL, DISTRICT, STATE, AND NATIONAL COMMITTEES;
- G. COLLABORATE WITH COMMUNITY AGENCIES TO PROVIDE SCHOOLS WITH SUCH SERVICES AS WELLNESS, HEALTHCARE, SOCIAL SERVICES, AND CHILDCARE;
- H. PROVIDE WORKSHOPS FOR COMMUNITY MEMBERS ON LEADERSHIP AND EFFECTIVE IMPROVEMENT WITH SCHOOLS;
- I. PROVIDE A WELCOMING ENVIRONMENT BY HAVING SIGNS IN VARIOUS LANGUAGES, INTERPRETERS, AND TRANSLATIONS AVAILABLE AND
- J. PROVIDE PARENT LEADERSHIP TRAINING FOR FAMILIES AND COMMUNITY MEMBERS TO ASSUME LEADERSHIP ROLES AT THE SCHOOL AND DISTRICT LEVEL.

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## **5. Reports**

Data relative to volunteers in the schools will be collected, compiled, and reported annually in the ~~CCPS Master~~ EVERY STUDENT SUCCEEDS ACT (ESSA) CONSOLIDATED STRATEGIC Plan. ~~Upon requests from the Maryland State Board of Education, data relative to CCPS volunteers will be forwarded.~~


UPON REQUEST FROM THE MARYLAND STATE DEPARTMENT OF EDUCATION, DATA WILL BE PROVIDED.

## **6. Delegation of Authority**

The Superintendent/~~e~~Designee has the responsibility for enforcing this policy by communicating it to all relevant parties and by providing necessary instructions and/or administrative regulation (if appropriate) to all staff members.

## **7. References**


- A. U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES, U.S. DEPARTMENT OF EDUCATION: "POLICY STATEMENT OF FAMILY ENGAGEMENT FROM THE EARLY YEARS TO THE EARLY GRADES"
- B. MARYLAND STATE DEPARTMENT OF EDUCATION: MARYLAND'S PREK-12 FAMILY ENGAGEMENT FRAMEWORK: A SHARED RESPONSIBILITY
- C. NATIONAL PTA STANDARDS
- D. REFORM SUPPORT NETWORK, STRATEGIES FOR COMMUNITY ENGAGEMENT IN SCHOOL TURNAROUND"

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## **8. Definitions**

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- A. "COMMUNITY" MEANS ALL OTHER PEOPLE INVOLVED IN SUPPORTING THE CHILD (I.E., NEIGHBORS, SCHOOLS, BUSINESSES, CHURCHES, ETC.)
- B. "COMMUNITY COLLABORATION" MEANS IDENTIFYING AND INTEGRATING RESOURCES FROM THE COMMUNITY OR BUSINESS TO STRENGTHEN SCHOOL PROGRAMS, FAMILY PRACTICES, AND STUDENT LEARNING AND DEVELOPMENT
- C. "EDUCATIONAL CHAMPION" MEANS A PARTNERSHIP THAT HAS DIRECT BENEFIT TO STUDENTS THROUGH MENTORING OR TUTORING
- D. "EDUCATIONAL PARTNERSHIP" MEANS A YEARLONG PARTNERSHIP THAT IS A RENEWABLE, COLLABORATIVE EFFORT TO ACHIEVE MUTUALLY AGREED UPON GOALS AND OBJECTIVES IN ORDER TO IMPROVE EDUCATIONAL PROGRAMS FOR STUDENTS AND TO STRENGTHEN THE RELATIONSHIPS BETWEEN COMMUNITIES, BUSINESSES, AND INDUSTRIES
- E. "EDUCATIONAL PATRON" MEANS A PARTNERSHIP THROUGH WHICH A BUSINESS OR COMMUNITY AGENCY PROVIDES FOODS AND/OR SERVICES TO A SCHOOL OR THE SCHOOL SYSTEM
- F. "MENTORING PROGRAM" MEANS A PROGRAM THAT PROVIDES VOLUNTEERS TO WORK WITH STUDENTS FOR ACADEMIC AND CAREER DEVELOPMENT BOTH WITHIN THE SCHOOL AND COMMUNITY ENVIRONMENT
- G. "SERVICE LEARNING" MEANS A REQUIREMENT THAT PROMOTES COMMUNITY INVOLVEMENT AND LIFELONG LEARNING AND INTERESTS IN THE COMMUNITY
- H. "PARTNERSHIP" MEANS AN ASSOCIATION OF TWO OR MORE PARTIES TAKING PART IN SOME ACTIVITY IN COMMON WITH ONE ANOTHER OR OTHERS, WORKING TOWARDS THE SAME GOALS

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I. "EDUCATIONAL CHAMPION" MEANS A PARTNERSHIP THAT HAS DIRECT BENEFIT TO STUDENTS THROUGH MENTORING OR TUTORING



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## **RATIONALE**

~~Family involvement in education is moving to the top of the national agenda. Parent, family, and community involvement in education must remain dynamic to provide emotional, informational, and academic support to traditional and non-traditional families as they confront the challenging task of raising their children.~~


~~As the demographics of Carroll County change, parent, family, and community involvement in education is gaining significant attention and interest. The emphasis is on open and ongoing, two-way, meaningful communication between home and school; partnerships with parents throughout the school system; community outreach; and resources for parenting skills, student learning, and volunteering in schools.~~

~~Parent, family, and community involvement is an evolving, dynamic movement composed of programs, principles, and approaches. To support this position, the following administrative regulations have been developed to provide systemic consistency throughout the entire Carroll County Public School system.~~

### **1. Purpose**

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COMMUNITY ENGAGEMENT IS AN ESSENTIAL ELEMENT IN ORDER TO INCREASE ACADEMIC AND SOCIAL SUCCESS THROUGHOUT THE EDUCATIONAL CAREER OF EACH STUDENT. THE COMMUNITY PLAYS AN IMPORTANT ROLE IN STRENGTHENING THE EDUCATION OF ALL CHILDREN. SCHOOLS AND COMMUNITY MEMBERS MUST WORK COLLABORATIVELY, EFFECTIVELY, AND EFFICIENTLY, TO STRENGTHEN SCHOOLS, FAMILIES, AND STUDENT LEARNING.

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## **2. Scope**

COMMUNITY ENGAGEMENT IS AN EVOLVING, DYNAMIC MOVEMENT COMPOSED OF PROGRAMS, PRINCIPLES, AND APPROACHES. TO SUPPORT THIS, PROCEDURES PROVIDE SYSTEMIC CONSISTENCY.

## **3. Responsibilities**


THE SUPERINTENDENT/DESIGNEE HAS THE RESPONSIBILITY FOR ENFORCING THESE REGULATIONS BY COMMUNICATING THEM TO ALL RELEVANT PARTIES AND BY PROVIDING NECESSARY INSTRUCTIONS (IF APPROPRIATE) TO ALL STAFF MEMBERS.

## **4. Procedures**

### **II. COMMUNICATIONS**

~~The following techniques are expected methods for encouraging effective home/school communication:~~

- A. COMMUNICATE PROACTIVELY AND REGULARLY WITH THE COMMUNITY
  1. Use a variety of communication tools in a clear, concise format to facilitate ongoing, two-way, meaningful interaction, ~~i.e., assignment books, notes and letters, phone calls, and emails~~
  2. Provide opportunities for ~~parents~~ COMMUNITY MEMBERS to communicate with principals and other administrative staff ~~i.e., home visits, follow-up conferences, evening meetings, etc.~~
  3. Offer information regarding effective communication techniques and the importance of ongoing, two-way, meaningful communication between the school and the ~~family~~ COMMUNITY.
- B. MAKE ENGAGEMENT A PRIORITY AND ESTABLISH AN INFRASTRUCTURE
  1. DEVELOP MISSION STATEMENTS AND POLICIES WITH THE INPUT OF COMMUNITY MEMBERS

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2. ESTABLISH OR EXPAND ADVISORY GROUPS FOR SCHOOL AND SYSTEMIC INITIATIVES
  3. SET ASIDE RESOURCES TO PREPARE COMMUNITY MEMBERS TO BECOME ADVOCATES AND LEADERS
- C. LISTEN TO THE COMMUNITY AND RESPOND TO ITS FEEDBACK
1. PROVIDE COMMUNITY TOWN HALL MEETINGS, PUBLIC FORUMS, SURVEYS, AND FOCUS GROUPS TO ADDRESS ISSUES AND CONCERNS
  2. SHARE FEEDBACK FROM THE COMMUNITY AND INCORPORATE CHANGES MADE USING COMMUNITY INPUT
- D. OFFER MEANINGFUL OPPORTUNITIES TO PARTICIPATE
1. INVITE COMMUNITY MEMBERS TO BECOME INVOLVED IN SCHOOL AND DISTRICT WIDE COMMITTEES.
  2. OFFER CLASSES TO HELP COMMUNITY MEMBERS DEVELOP SKILLS TO BETTER SUPPORT STUDENTS
  3. ESTABLISH TIMES FOR COMMUNITY MEMBERS TO VOLUNTEER OR ATTEND EVENTS
  4. ENSURE SCHOOLS AND OFFICES CREATE A CLIMATE IN WHICH COMMUNITY VOLUNTEERS FEEL VALUED AND WELCOME
  5. SURVEY COMMUNITY VOLUNTEERS REGARDING THEIR INTERESTS, TALENTS, AND AVAILABILITY, AND COORDINATE WITH EXISTING RESOURCES
  6. PROVIDE RECOGNITION FOR ALL VOLUNTEERS
  7. CREATE AN INVITING CLIMATE AND EFFECTIVELY UTILIZE COMMUNITY VOLUNTEER RESOURCES
  8. COMMUNICATE THE NEED FOR COMMUNITY VOLUNTEERS THROUGHOUT THE SCHOOL YEAR
- E. TURN COMMUNITY MEMBERS INTO LEADERS AND ADVOCATES
1. INVITE COMMUNITY MEMBERS TO BE ACTIVE MEMBERS OF THE SCHOOL SYSTEM'S DECISION-

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- MAKING PROCESS AND METHODS FOR PROVIDING INPUT TO THE LOCAL SCHOOLS, TO THE SUPERINTENDENT'S OFFICE, AND TO THE BOARD OF EDUCATION REGARDING DECISION-MAKING, RAISING ISSUES OR CONCERNS, APPEALING DECISIONS, AND RESOLVING PROBLEMS
2. ENSURE OPEN COMMUNICATION AND TRANSPARENCY THROUGH THE DECISION-MAKING PROCESS
  3. ENCOURAGE FAMILIES TO BECOME ACTIVE MEMBERS OF THE DECISION MAKING PROCESS
  4. PROVIDE INFORMATION TO THE PUBLIC CONCERNING THE SCHOOL SYSTEM'S DECISION-MAKING PROCESS AND THE METHODS FOR PROVIDING INPUT TO SCHOOLS, THE SUPERINTENDENT'S OFFICE, AND TO THE BOARD OF EDUCATION REGARDING DECISION-MAKING, RAISING ISSUES OR CONCERNS, APPEALING DECISIONS, AND RESOLVING PROBLEMS
  5. ENSURE OPEN COMMUNICATION AND TRANSPARENCY THROUGH THE DECISION-MAKING AND ADVOCACY PROCESS
  6. PROVIDE MATERIALS IN MULTIPLE LANGUAGES AS NEEDED
  7. DISSEMINATE INFORMATION ON SCHOOL REFORMS, POLICIES, DISCIPLINE PROCEDURES, ASSESSMENT TOOLS, AND SCHOOL GOALS
  8. ENSURE ALL PARTIES ARE AWARE OF CULTURAL DIVERSITY, LANGUAGE DIFFERENCES, AND SPECIAL NEEDS
  9. ENSURE SCHOOLS AND OFFICES CREATE A CLIMATE IN WHICH COMMUNITY MEMBERS FEEL VALUED AND WELCOME

**F. FAMILY AND COMMUNITY COLLABORATION**


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1. DEVELOP PARTNERSHIPS WITH LOCAL BUSINESS AND SERVICE GROUPS TO ADVANCE STUDENT LEARNING AND ASSIST SCHOOLS AND FAMILIES
2. ENCOURAGE STUDENT PARTICIPATION IN COMMUNITY SERVICE
3. INFORM STAFF MEMBERS OF THE PARTNERSHIPS AVAILABLE IN THE COMMUNITY
4. INVOLVE COMMUNITY MEMBERS IN SCHOOL VOLUNTEER PROGRAMS
5. INCLUDE COMMUNITY REPRESENTATIVES ON ADVISORY COMMITTEES AND SCHOOL IMPROVEMENT TEAMS
6. SEEK COMMUNITY REPRESENTATION ON SYSTEM AND SCHOOL COMMITTEES AS NEEDED
7. PROMOTE COMMUNITY PARTICIPATION ON SCHOOL, DISTRICT, STATE, AND NATIONAL COMMITTEES
8. COLLABORATE WITH COMMUNITY AGENCIES TO PROVIDE SCHOOLS WITH SUCH SERVICES AS WELLNESS, HEALTHCARE, SOCIAL SERVICES, AND CHILDCARE
9. PROVIDE WORKSHOPS FOR PARENTS AND COMMUNITY MEMBERS
10. CONNECT PARENTS AND FAMILIES WITH LEARNING OPPORTUNITIES, SERVICES AND AGENCIES, AND CIVIC PARTICIPATION

### III. PARENTING

~~The following techniques are expected methods for fostering and supporting parenting skills:~~

- ~~1. Use varied methods, media, and languages to provide parents with information about their rights and responsibilities with regard to grading and discipline policies.~~
- ~~2. Create parent resource centers and other forms of support for parents so that they can fully participate in the education of their children.~~

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- ~~3. Provide parents with information concerning programs and resources within the CCPS school system, as well as within the community that provide support services to families.~~
- ~~4. Reach out and recruit all families to participate in their child's academic career.~~
- ~~5. Encourage system/school-generated committees and task forces to offer an opportunity for parent representatives to participate.~~

#### ~~IV. STUDENT LEARNING~~

~~The following techniques are expected methods for assisting parents and families with student learning:~~

- ~~1. Provide information to staff members on successful approaches for engaging parents in their child's education.~~
- ~~2. Encourage parents to set educational goals for their children and plan for academic transitions and postsecondary education and careers.~~
- ~~3. Sponsor workshops and/or distribute information to assist families in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments.~~

#### ~~V. VOLUNTEERING~~

~~The following techniques are expected methods for seeking, encouraging, and recognizing volunteers:~~

- ~~1. Ensure that school and offices create a climate in which volunteers feel valued and welcome.~~
- ~~2. Survey volunteers regarding their interests, talents, and availability, and then coordinate the volunteer resources with those that exist within the school and among the faculty.~~
- ~~3. Provide recognition for all volunteers within the school and school system~~
- ~~4. Create an inviting climate and effectively utilize volunteer resources.~~
- ~~5. Offer volunteer opportunities for those who are unable to volunteer in the school building or during regular school hours.~~

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~~6. Communicate the need for volunteers throughout the school year.~~

#### ~~VI. DECISION-MAKING AND ADVOCACY~~

~~The following techniques are expected methods for involving parents and the community in decisions throughout the school system:~~

- ~~1. Provide information to the public concerning the school system's decision-making process and the methods for providing input to the local schools, to the Superintendent's office, and to the Board of Education regarding decision-making, raising issues or concerns, appealing decisions, and resolving problems.~~
- ~~2. Encourage the formation of PTA/PTO or other parent groups to identify and respond to issues of interest to parents.~~
- ~~3. Ensure open communication and transparency through the decision-making and advocacy process.~~

#### ~~VII. COLLABORATING WITH COMMUNITY~~

~~The following techniques are expected methods for involving the community at large with the education of all students:~~

- ~~1. Develop partnerships with local business and service groups to advance student learning and assist schools and families.~~
- ~~2. Foster student participation in community service.~~
- ~~3. Inform staff members of the partnerships available in the community.~~
- ~~4. Involve community members in school volunteer programs.~~
- ~~5. Include parent representatives on advisory committees and on school improvement teams.~~
- ~~6. Appoint parent representatives on all screening and interview committees for the selection of principals, assistant principals, instructional supervisors, and assistant instructional supervisors.~~
- ~~7. Appoint parent representatives from each school to the human sexuality committee.~~

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~~8. Seek parent representation on system and school committees as needed.~~

~~9. Promote parent participation on school, district, state and national committees.~~

~~10. Provide professional development to school and central office staff to ensure that a family-friendly atmosphere and cultural proficiency exist in the school system.~~

~~11. Collaborate with community agencies to provide schools with such services as wellness, healthcare, social services and childcare.~~

~~12. Provide workshops for parents and community members on leadership and effective involvement with schools.~~

## **5. References**

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- A. MARYLAND'S PREK-12 FAMILY ENGAGEMENT FRAMEWORK: A SHARED RESPONSIBILITY
- B. NATIONAL PTA STANDARDS
- C. USDE POLICY STATEMENT ON FAMILY ENGAGEMENT FROM THE EARLY YEARS TO THE EARLY GRADES
- D. REFORM SUPPORT NETWORK, "STRATEGIES FOR COMMUNITY ENGAGEMENT IN SCHOOL TURNAROUND"

## **6. Definitions**

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~~The following definitions shall apply to these administrative regulations:~~

~~1. Parent – the adult(s) responsible for the direct care of the child, i.e., biological parent(s), custodial parent(s), guardian(s), foster parent(s).~~

~~2. Family – the people directly involved with the well-being of the child, i.e., brother(s), sister(s), aunt(s), uncle(s), grandparent(s).~~

~~3. Community – all other individuals and partnerships involved in supporting the child, i.e., neighbors, school, businesses, etc.~~

~~4. Parent Engagement – any action or behavior, which directly or indirectly enhances or encourages a child's education or social well-being, i.e., providing breakfast for the child prior to going to school, reviewing homework with the child each night, being active in a~~



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~~PTA/PTO, communicating often with teachers, serving on committees, attending school functions, etc.~~

- A. "COMMUNITY" MEANS ALL OTHER PEOPLE INVOLVED IN SUPPORTING THE CHILD (I.E., NEIGHBORS, SCHOOLS, BUSINESSES, CHURCHES, ETC.)
- B. "EDUCATIONAL CHAMPION" MEANS A PARTNERSHIP THAT HAS DIRECT BENEFIT TO STUDENTS THROUGH MENTORING OR TUTORING
- C. "EDUCATIONAL PARTNERSHIP" MEANS A COLLABORATIVE EFFORT TO ACHIEVE GOALS AND OBJECTIVES IN ORDER TO IMPROVE EDUCATIONAL PROGRAMS FOR STUDENTS AND TO STRENGTHEN RELATIONSHIPS
- D. "EDUCATIONAL PATRON" MEANS A PARTNERSHIP THROUGH WHICH A BUSINESS OR COMMUNITY AGENCY PROVIDES GOODS AND/OR SERVICES TO A SCHOOL OR SCHOOL SYSTEM
- E. "MENTORING PROGRAM" MEANS A PROGRAM THAT PROVIDES VOLUNTEERS TO WORK WITH STUDENTS
- F. "SERVICE LEARNING" MEANS A REQUIREMENT THAT PROMOTES COMMUNITY INVOLVEMENT AND LIFELONG LEARNING
- G. "COMMUNITY COLLABORATION" MEANS INTEGRATING RESOURCES FROM THE COMMUNITY OR BUSINESSES TO STRENGTHEN SCHOOL PROGRAMS, FAMILY PRACTICES, AND STUDENT LEARNING/DEVELOPMENT
- H. "PARTNERSHIP" MEANS AN ASSOCIATION OF TWO OR MORE PARTIES WORKING TOWARDS THE SAME GOALS