

# DISTRICT LEADERSHIP ROLES

## FOR SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

Conduct some or all of the following to strengthen district partnership programs:

1. **WRITE A POLICY** that identifies district goals for partnerships, recognizes the six types of involvement, and states the need for schools to take a team approach in developing site-based partnership programs that engage all families and community partners to improve the school climate and increase student success in school. Specify the district's commitments to assist schools in implementing the policy. Review and revise the policy periodically with parent input.
2. **ASSIGN A LEADER FOR PARTNERSHIPS** to oversee and guide the district's work on family and community involvement and to facilitate all schools' work on partnerships. In large districts, the leader will require a staff of facilitators for partnerships. Research and fieldwork show that one facilitator can assist up to 30 schools' Action Teams for Partnerships (ATPs) in developing their partnership programs.
3. **WRITE A LEADERSHIP PLAN FOR PARTNERSHIPS** that lists district-level activities and schedules direct assistance to each school's ATP. The facilitative activities should build the capacity of each ATP to conduct an effective site-based program of family and community engagement for student success in school.
4. **IDENTIFY A BUDGET WITH ADEQUATE FUNDS** for staff salaries and program costs. This may include funds for workshops for schools' ATPs, small grants for school projects, strategies for sharing best practices, and other supportive activities.
5. **GUIDE EACH SCHOOL TO FORM AN ACTION TEAM FOR PARTNERSHIPS (ATP)** consisting of teachers, parents, administrators, and others who will plan, implement, evaluate, and continually improve the school's partnership program. The ATP is an official school committee focused on productive family and community engagement aligned with school improvement goals for student learning and development.
6. **PROVIDE INSERVICE EDUCATION** for teachers, parents, and administrators, and conduct training workshops for schools' ATPs. Each ATP will write an annual One-Year Action Plan for Partnerships to involve all families in their children's education in ways that are linked to school improvement goals for student success. The district leader for partnerships plans the professional development sequence and ongoing technical assistance to ensure that all schools—preschools and elementary, middle, and high schools—have well-functioning teams and effective partnership programs.
7. **CONDUCT AN END-OF-YEAR CELEBRATION WORKSHOP** for ATPs to share best practices, discuss progress, solve challenges, and plan ahead. District leaders also should recognize excellent programs and practices.
8. **DEVELOP OR SELECT TOOLS AND PRODUCTS** that schools may use or adapt to improve their partnership programs.
9. **ESTABLISH A DISTRICT WEBSITE, E-LIBRARY, and/or other communications** to disseminate tools and materials, results of research, and other information that will help schools' ATPs and others improve their partnership programs. Share information on partnerships with the public and media.
10. **WORK WITH BUSINESSES AND OTHER COMMUNITY GROUPS AND ORGANIZATIONS** on partnerships to improve the school curriculum and programs for students, to encourage family and community engagement, and to assist families and students with basic and enriching services.
11. **SUPPORT RESEARCH AND EVALUATION** to learn which practices help schools produce specific results for students, parents, teachers, the school, and the community. Organize an accountability system to monitor and document all schools' progress on partnerships.
12. **CONDUCT OTHER DISTRICT LEADERSHIP ACTIVITIES** to build strong and permanent programs of partnership at the district level and in all schools.