

## Partnership Policy

The Chimacum School Board recognizes the value of working in partnership with community groups to enhance students' experiences and further the Chimacum School District core purpose and goals to create and nurture learning environments that are safe, inclusive, equitable and culturally responsive. It is the intent of the Board to cultivate positive working relationships with partner agencies that are characterized by a shared sense of purpose, mutual respect, and a willingness to listen and learn in the best interest of students' development and progress.

Key Principles of Community-Based Partnerships Include:

- Sharing a belief that the schools are a centerpiece in the community
- Sharing a common commitment to the core purpose of CSD, District goals and values
- Adhering to District policies, procedures, and code of ethics
- Showing mutual trust, respect, and demonstrating civility
- Recognizing the strengths, assets, and limitations of all parties while fostering an environment of mutual learning
- Creating a safe environment for clear and open communication that is solution-oriented
- Valuing the knowledge and expertise of all parties, District and partners
- Understanding that relationships take time to develop and they change over time

(Adapted from Community-Campus Partnerships for Health (Connors & Seifer, 2000))

Collaborative cross-sector partnerships facilitate a consistent and student-centered ecosystem of support and experiences for Chimacum Students. We aspire to spark students' curiosity and support them to thrive in school and life. Partnerships fall into different categories based on the type, scope of programs, and services offered by the partner to schools and students. The amount of contact time with students, the number of schools served and access to district resources will also vary. The Superintendent will develop a structure differentiating partners by category, including: a selection and approval process, decision making authority, accountability, and an annual review cycle.

In certain instances, the Board may invite a deeper and more intensive partnership where a Lead Partner is selected to work collaboratively with the principal, staff, community and other partners in support of school and District goals. Lead Partners will adhere to the principles of community-based partnerships.

(Generously adapted from Seattle Public Schools policy no 4265, Sept 7, 2011; Connors & Seifer, 2000; Washington State Booster Club Association)

### **CHIMACUM SCHOOL DISTRICT**

Adoption Date: May 25, 2022

Revised Dates: