

COMMUNITY SCHOOLS DEPARTMENT



Every child is a
different kind of *flower*,
and all together make
this world a *beautiful*
garden.

STANDARD OPERATING PROCEDURES
2025-2026



Mission | Vision

**Activating DREAMS &
unlocking POTENTIAL.**

**We cultivate a culture of
ACADEMIC EXCELLENCE for all and
a community of EMPATHY, EQUITY,
and ACCOUNTABILITY that empowers
students to succeed beyond graduation.**

Core Values



Student-Centered

We approach our work with an open, curious mindset, committed to learning and relentlessly focused on our students' needs and interests. We believe that student voice is essential to understanding and solving the core issues of education and that including student voice is a priority.



Relationships

We intentionally develop relationships to create a culture of safety, trust, and openness so that every student, family, staff member, and community partner feels valued and connected.



Excellence

We work with integrity and hold ourselves accountable for exemplary outcomes, service, and interactions.



Diversity, Equity, Inclusion, and Belonging

We foster equitable and inclusive schools where adults take responsibility for student learning outcomes, value and empathize with diverse lived experiences of others, dismantle systems of oppression, align resources for equitable opportunities, and eradicate achievement gaps.



Safety

We create safe and supportive environments that foster human connection, help us reach our shared goals, and drive student success.

COMMUNITY SCHOOLS DEPARTMENT

VISION STATEMENT

To use Community School strategies to build a solid foundation that promotes equity and educational excellence for all learners.

MISSION STATEMENT

To cultivate a culture of academic excellence, in partnership with schools, students, families, and community stakeholders, utilizing inclusive and innovating learning opportunities for all learners.



TABLE OF CONTENTS

Community Schools Department 2024-2025	Page 1
Community Schools Network Meetings	Page 2
Request for Absence & Communication	Page 3
Food Pantry & Food Distribution Events	Page 4
Evidence Collecting Documents	Page 5
Community Schools Booklet	Page 6
Before, During, & After the CET	Page 7
Community Schools Framework	Pages 8-13

COMMUNITY SCHOOLS DEPARTMENT LIST

Community Schools	Community Liaison Specialist	Grade Level
Roberto Clemente School No. 8	Dionne Seche	PreK-6
Dr. Martin Luther King Jr. School No. 9	Cheryl Gwen Lee	PreK-6
John Walton Spencer School No. 16	Ernestine Brown	PreK-6
Enrico Fermi School No. 17	Qawan Bollar (CCSI)	PreK-6
Dr. Charles T. Lunsford School No. 19	TaNika Edwards	PreK-6
Abraham Lincoln School No. 22	Valerie Medley	PreK-6
Henry Hudson School No. 28	Kwamaine Much	PreK-6
Dr. Iris Banister School No. 33	Adrian Jimenez	PreK-6
Mary McLeod Bethune School No. 45	Ja'Net Scott	PreK-6
Edison Career & Technology High School	Christiney Fraguada	9-12
James Monroe High School	Jalen McGill	9-12
Padilla Upper High School	Vacant	9-12
East Lower/ High School	Lindsey Brown	7-12

COMMUNITY SCHOOLS NETWORK MEETINGS

<p>SUMMER 2025 Every Friday 10:00 AM - 3:00 PM</p>	<p>SCHOOL YEAR 2025-2026 Tuesdays (bimonthly)/Hart Street 10:00 AM - 1:00 PM</p>
<p>July 10, 2025 July 18, 2025 July 25, 2025 August 1, 2025 August 8, 2025 August 15, 2025 August 22, 2025 August 29, 2025</p>	<p>September 18, 2025 October 14, 2025 October 28, 2025 November 18, 2025 December 2, 2025 December 16, 2025 January 6, 2026 January 20, 2026 February 3, 2026 February 24, 2026 March 10, 2026 March 24, 2026 April 7, 2026 April 28, 2026 May 12, 2026 May 26, 2026 June 9, 2026</p>

COMMUNITY SCHOOLS NETWORK MEETING EXPECTATIONS

All meetings are mandatory.

*Exceptions are illness or approved vacation.

Laptop Computer

Please bring your charged laptop to every meeting.

REQUEST FOR ABSENCE & COMMUNICATION

REQUEST FOR ABSENCE - **ILLNESS**

- Submit your RFA either before or after you return from an illness to Lieselle Taylor, Director of Community Schools.
- Copy in your principal, school secretary, and FACE secretary, Input your time in
- Oracle Fusion.

REQUEST FOR ABSENCE - **VACATION**

- Email your RFA for approval at least a week in advance for approval to Lieselle Taylor.
- Copy in your principal, school secretary and FACE Department Secretary
- Lieselle will approve or disapprove your request and send you a signed copy
- Keep hard and electronic copies of your RFAs

TARDINESS

- If you are going to be more than 15 minutes late for a meeting, please email and text Lieselle Taylor, Director of Community Schools.

EMAIL PROTOCOLS

- Email the person who has the answer/information needed
- Copy only people directly affected- on a need-to-know basis
- Do not reply all unless it is necessary

FOOD PANTRY & FOOD DISTRIBUTION EVENTS

FOOD PANTRIES

- Ordering for School-based food pantries has been centralized.
- Community Liaison Specialists must complete mandatory Civil Rights and Basic Food Safety Training.
- Community Liaison Specialists must keep monthly metrics on pantry use.
- DCS will send each Community Liaison Specialist a shopping list at the beginning of the month (first week) to each CLS.
- Community Liaison Specialists will select food items and email the DCS the completed list.
- DCS will place orders monthly and send confirmation to Community Liaison Specialists.
- Community Liaison Specialists must organize, inventory and rotate food in the pantry frequently.
- When deliveries arrive at the school, the invoice will be compared to the items received
- Community Liaison Specialists will upload invoices to Google Drive within 48 hours of food delivery.
- Lieselle Taylor /FACE Secretary will submit the invoices to Accounts Payable to process for payment.

FOOD DISTRIBUTION EVENTS

- All CLS are required to attend all Food Distribution events.
- All CLS must inform CET members and other stakeholders of each event and garnish support.

EVIDENCE COLLECTING DOCUMENTS

WEEKLY SUMMARY REPORT

- Community Liaison Specialist will complete the Weekly Summary Report.
- They will provide a summary of their weekly work and describe their interaction with school partners, families, and students. They must provide at least 2 examples of how they used the Community Schools Key Practices.
- Due at the end of the business day on Friday.

MONTHLY REPORT

- CLS must show evidence of how they supported parents, students, and families.
- Provide evidence of reports such as the food pantry metrics, the Partnership Inventory, Needs Assessment, and Quarterly Reports if they are a Receivership Schools.
- They must provide examples of how they used the Community Schools Key Practices for each month

MONTHLY CET MEETING MINUTES

- Community Liaison Specialist are required to upload their CET meeting minutes into the Partnership Inventory document.
- Minutes should be uploaded within 48 hours of the CET meeting.

QUARTELY NARRATIVE (Receivership Schools only)

- Every quarter, each CLS must complete the FACE document that demonstrates the following elements:
quality of work, quantity of work, leadership, job attitude, job knowledge, professional development, relationship with people, and attendance.

STANDARD OPERATING PROCEDURES

COMMUNITY SCHOOLS BOOKLET

All Community Liaison Specialist are required to create a Community Schools Booklet. The document should include the following information:

- A cover page that includes the school's logo, name, picture, address, and CLS contact information.
- Table of Contents

Section 1

- RCSD Vision and Mission
- School Vision and Mission
- Definition of a Community School & The Community Schools Framework
- School Improvement Plan (LSI, TSI, ATSI, CSI, & Receivership)
- Link to the Receivership Hub

Section 2

- What is a Community Engagement Team?
- CET Protocols
- School Partnership Inventory
- Community Engagement Team meeting 2024-2025 schedule.
- CET Members
- List of all Community Schools, Community Liaison Specialist, and their contact information.

Section 3

- What is a needs assessment?
- Current school needs assessment.
- Demonstrate areas of growth and areas in need of improvement.

STANDARD OPERATING PROCEDURES

BEFORE THE CET MEETING

- Calendar Invitations must be added for the year in Outlook
- The meeting agenda and powerpoint must be submitted to the Director of Community Schools at least 5 days before the meeting for review.
- Once approved, the agenda should be emailed to the CET at least 3 days before the meeting.
- Assign meeting roles: Note-taker and Time Keeper

DURING THE CET MEETING

- Have a sign-in sheet for attendance
- If it's a virtual meeting, record it
- Display the CET PowerPoint
- Review the meeting agenda with the team
- Provide a meeting survey.

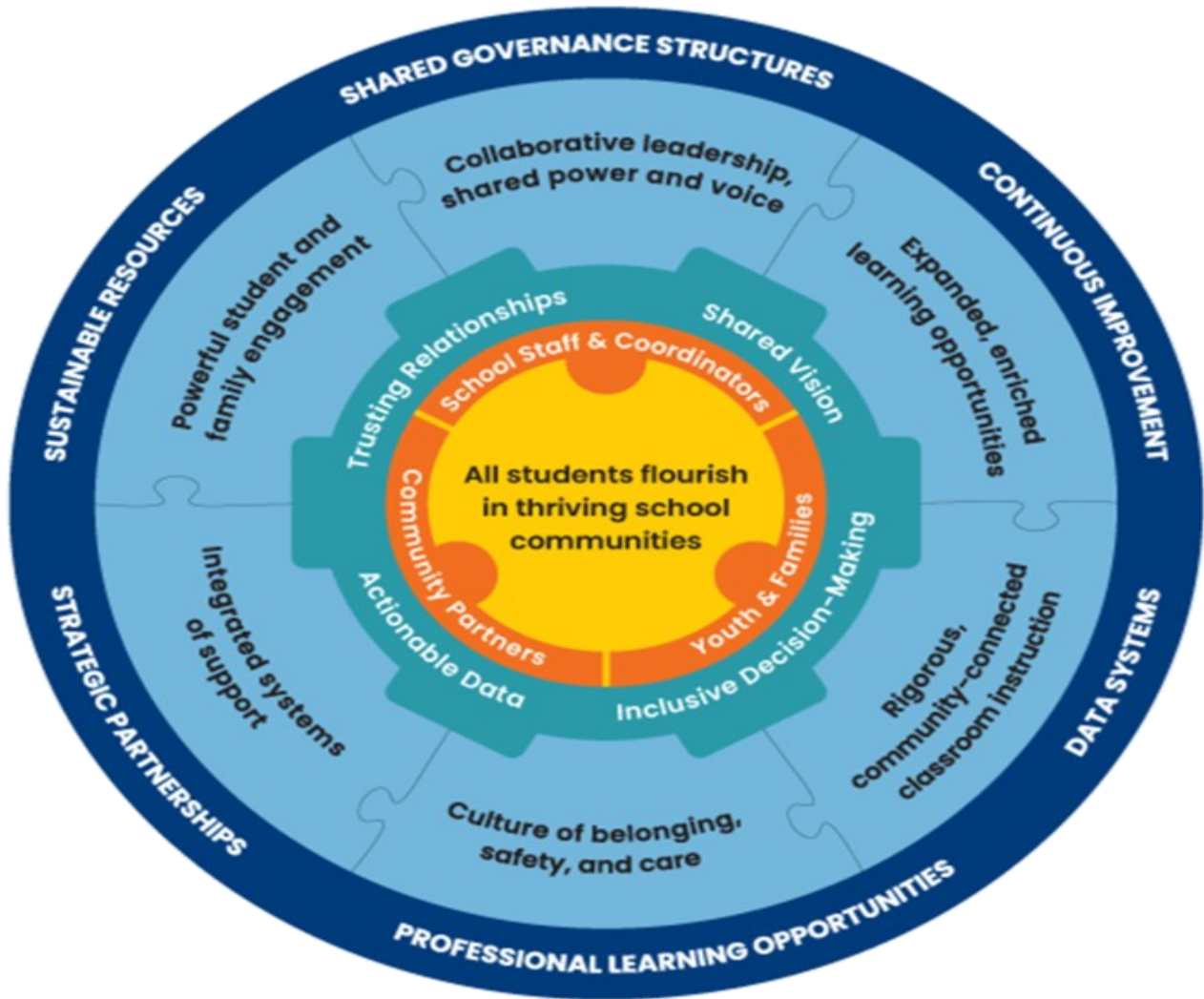
AFTER THE CET MEETING

- Send the meeting minutes and survey results within 48-hours.
- Complete CET self-reflection.
- Create the action items for the following CET meeting.

CET DOCUMENTS

- CET documents (Minutes, Agendas, TEAMS links, Dates, times and locations) must be housed in the partnership inventory folder .

COMMUNITY SCHOOLS FRAMEWORK



LEGEND

	Why we do this work
	Who drives this work
	Enabling Conditions
	Key Practices
	Supportive Infrastructure

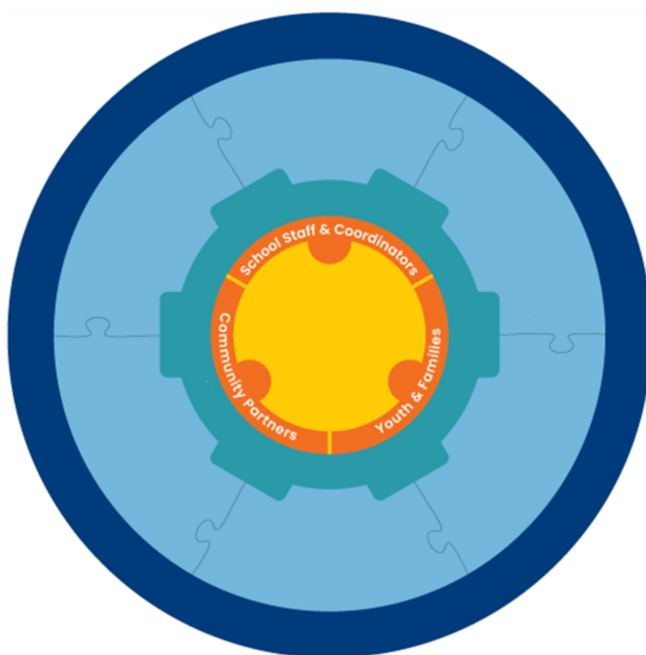
COMMUNITY SCHOOLS FRAMEWORK



WHY WE DO THIS WORK

The community schools strategy transforms a school into a place where educators, local community members, families, and students work together to strengthen conditions for student learning and healthy development.

As partners, they organize in- and out-of-school resources, supports, and opportunities so that young people thrive.

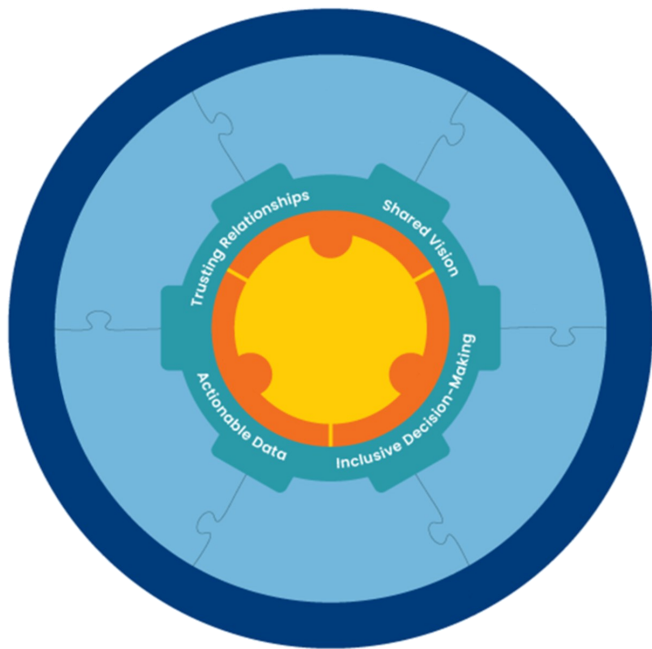


WHO DRIVES THIS WORK

The school community, led by the principal and community school coordinator/manager, works to develop a vision and goals for the school, student and family well-being, and student learning.

When educators, families, students, and community partners share responsibility for developing the resources that address the unique needs of their schools and communities, they create conditions for working together that enable them to make transformative changes.

COMMUNITY SCHOOLS FRAMEWORK



ENABLING CONDITIONS

Benevolence:

Having confidence that another party has your best interests at heart and will protect your interests is a key ingredient of trust.

Reliability:

Reliability refers to the extent to which you can depend upon another party to come through for you, to act consistently, and to follow through.

Competence:

Similar to reliability, competence has to do with belief in another party's ability to perform the tasks required by his or her position. For example, if a principal means well but lacks necessary leadership skills, he or she is not likely to be trusted to do the job.

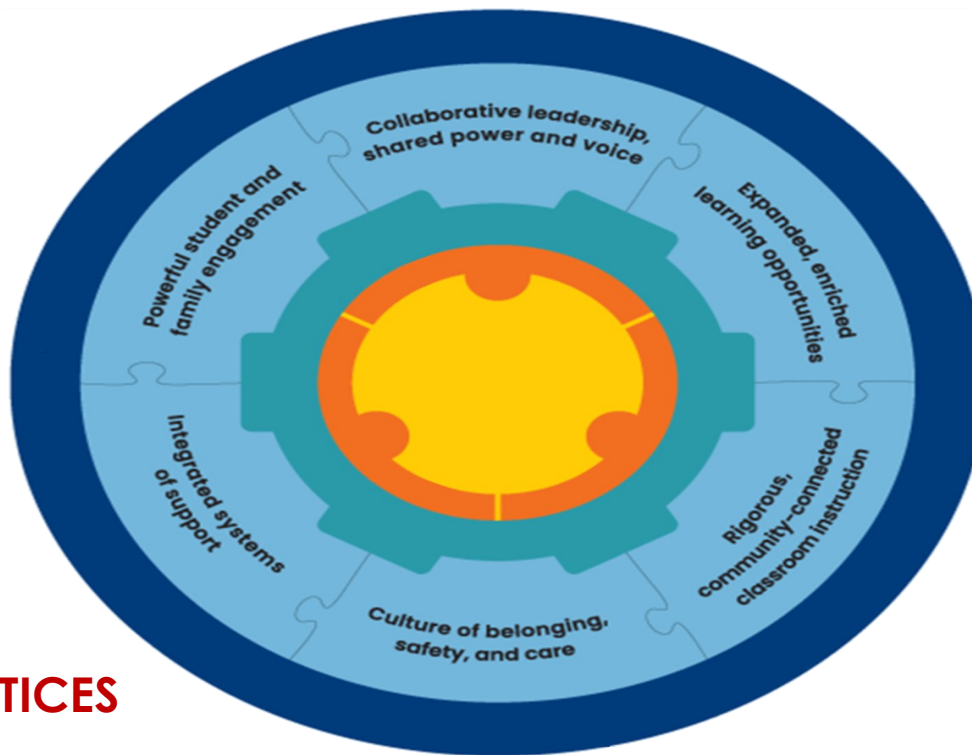
Honesty:

A person's integrity, character, and authenticity are all dimensions of trust. The degree to which a person can be counted on to represent situations fairly makes a huge difference in whether or not he or she is trusted by others in the school community.

Openness:

Judgments about openness have to do with how freely another party shares information with others. Guarded communication, for instance, provokes distrust because people wonder what is being withheld and why. Openness is crucial to the development of trust between supervisors and subordinates, particularly in times of increased vulnerability for staff.

COMMUNITY SCHOOLS FRAMEWORK



KEY PRACTICES

Powerful student and family engagement

Families and students actively participate in the school community and are key partners in decision-making, shaping the school's environment, priorities, and partnerships. Families' lived experiences and wisdom inform approaches to student success. As a result, schools become hubs providing opportunities for adults as well as young people.

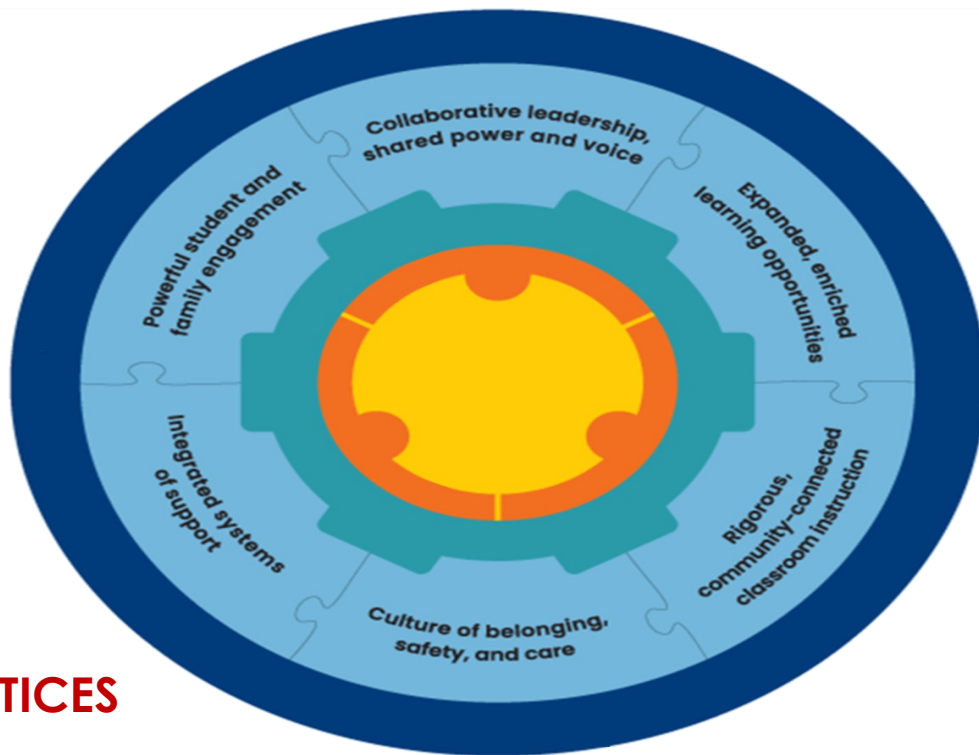
Collaborative leadership and shared power and voice

Families, students, teachers, principals, and community partners co-create a culture of professional learning, collective trust, and shared responsibility as they make decisions together. These decisions are made in both formal structures, such as site-based leadership teams and regularly administered surveys, and through more informal engagement, such as coffee with the coordinator, hallway conversations, and community gatherings.

Expanded and enriched learning opportunities

Before-and after-school, weekend, and summer programs provide expanded time, expanded staffing, and expanded opportunities for learning and engagement. These include academic instruction, enrichment and extracurricular activities, and individualized support. Students have opportunities to explore their passions, dive deeper into the application of academic content, and strengthen their knowledge and skills.

COMMUNITY SCHOOLS FRAMEWORK



KEY PRACTICES

Rigorous, community-connected classroom instruction

Teaching and learning in the school infuses high-level content and skills with real-world learning opportunities. The curriculum is deeply connected to the local community and students' identities, cultures, and experiences, providing opportunities for students to engage in meaningful inquiry-based learning and problem-solving.

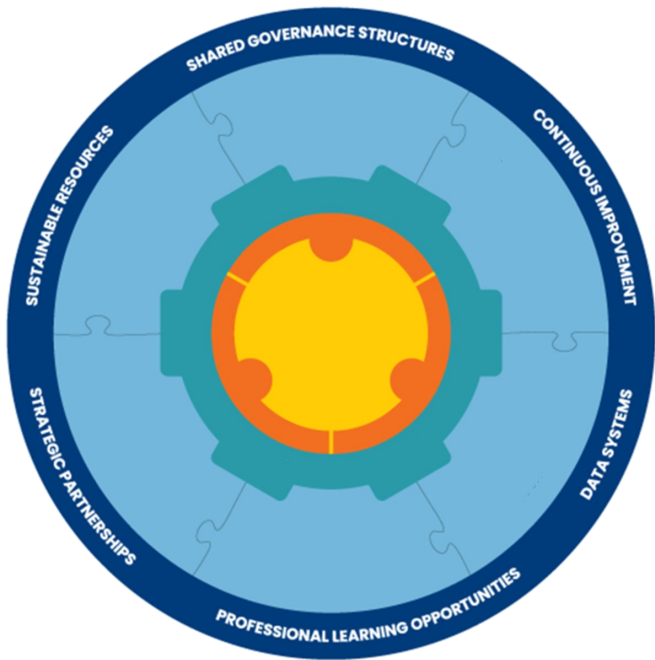
Culture of belonging, safety, and care

The school climate is welcoming and fosters trust among students, families, partners, and staff. Each person in the school community is valued for their rich diversity of experiences and is encouraged to share their views, knowledge, and culture. The school becomes a place grounded in healthy relationships, in which members feel safe and comfortable navigating conflicts and taking risks. Students feel connected to and are active participants in the school community.

Integrated Systems of Support

To promote healthy learning and development, a dedicated team composed primarily of school staff and community partners intentionally and systematically coordinates services, supports, and opportunities that foster individual and collective well-being, using an assets-based approach to nurture the strengths and address the needs of students and families.

COMMUNITY SCHOOLS FRAMEWORK



SUPPORTIVE INFRASTRUCTURE

Community schools are not static entities; instead, they are constantly adapting and setting priorities based on intentionally collected, **actionable data**.

Working together, the school community tracks progress in ongoing improvement cycles of shared reflection, analysis, revision, and inclusive decision-making. This continuous improvement process both builds capacity and draws on the support of the entire school community to develop and maintain a responsive, high-quality community school where **students flourish**.

For this strategy to be effective and sustainable, a system-level **supportive infrastructure** needs to be in place. This includes, but is not limited to, **sustainable resources, shared governance structures, continuous improvement, data systems, professional learning opportunities, and strategic partnerships**. These can be provided in part by local, state, and federal policies, ongoing technical assistance, and private and public investments.



COMMUNITY SCHOOLS



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