

Strategic Direction #5

Sept. 7, 2016

1. 1-2 more objectives with supporting initiatives
 2. Joyce Epstein Model
 - a. Community partnerships must be purposeful and productive
 - b. Link to important goals to = improvement
 - c. Enable programs that allow all families to help their children do their best in school
 - d. Partnership program development essential elements
 - i. Strong leadership
 - ii. Teamwork
 - iii. Annual written plans
 - iv. Well-implemented activities
 - v. Adequate funding
 - vi. Thoughtful evaluations
 - vii. Strong collegial support and networking
 - viii. Continuous planning for improvement
 - e. Coordinate community resources for students, families and the school with businesses, agencies and other groups, and provide services to the community
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1. How does student achievement/family engagement benefit our community?
 - a. If one family member is doing something wrong/different, it affects the entire family – same thing on the community level
 - b. Face-to-face engagement is typically what brings families in
 - c. Community is important for the benefit of children
 - d. We have a safer community if parents are involved and students are engaged
 - e. Student achievement and family engagement go hand-in-hand
 - i. Engage the family early on
 - ii. School is not always a friendly place for all of our families
 - iii. School was a threatening place for them when they were little and they pass that on to their children, must break that down to end pattern
 - f. Schools are an extension of the community, they are not separate
 - g. Be sure to include the businesses in engaging the community
 - i. Partner with businesses to broaden horizons of our children/families
 - h. Improves quality of life
 2. How can community partners help encourage families to get engaged?
 - a. Make it relevant to the business and families
 - b. Bring the companies/organizations into our schools
 - c. Help go out door-to-door to invite them to events and work with them to meet their needs or point them in the right direction

- d. Consistency of message and spreading the message across the district
- e. Employees may = parents
 - i. Release for open house or parent/teacher conferences without being docked time/pay, or be given a shift that won't interfere
 - ii. KUSD provide a speaker/representative to share/train businesses because outcome/goal is to break cycle of patterned behavior because children mimic what their parents/guardians role model for them
 - 1. Parent-teacher conferences are important
 - 2. Open houses are important
 - 3. Attendance are important
 - iii. Parents often have to weigh one thing against another – work vs conferences
- f. Why aren't we focusing more on the benefit of education earlier in life – not at 4K, but sooner
 - i. Why aren't workers/employees talking to community members about the importance of programs offered in Kenosha
 - ii. Provide resources to employers so they can share with employees
- g. Provide items to do drawings with
- h. Take your children to work day
 - i. Perhaps a day just for Kenosha
 - ii. Have companies/organizations have something that really makes the kids feel welcome at the "work day"
 - iii. Companies get the chance to tell the families and students about the organization over muffins and juice or something like that?
- i. Give the businesses/organizations something to connect to so they understand the need
 - i. Where do we get access to the business owners?
 - ii. Build the relationships so they know what it is about/know the person
 - iii. Get more KUSD reps on community boards/events to make connections
- j. Inspire – through Career Cruising
 - i. Businesses can access the account and create portals that contain information about the organization and jobs available

OBJECTIVE 2 ideas:

- Require and hold KUSD leaders accountable for participating on and joining boards to establish connections/relationships in the community that will help business owners understand district and student needs to help create a safe, connected community
 - Use the opportunity to share educate community members about the needs of the schools and students in our community and how they can help – that some of our issues are actually the same (absenteeism, family issues)

- Explain how helping students today/now will help their employees, who are also parents, to understand the importance of learning and the need to keep them in school, which will result in improved employee attendance
- Develop a KUSD intro packet that KUSD staff can take with them to meetings with facts that help organization members understand challenges in education (i.e. a truant kindergartner is not likely to graduate, a child who can't read by third grade will likely never read again, transient population impacts)
- Have KUSD leaders go to their meetings and community business leaders come to ours

OBJECTIVE 3 ideas:

- Work with community agencies to develop and include an educational focus for families who may not have access to typical healthcare
 - Have a teacher accompany the nurse on first well visit at the home to deliver important facts
 - Develop a packet of materials that can be left with families after the visit that will help them to ensure their child is successful - these should also be shared in businesses/agencies in Kenosha

OBJECTIVE 4 ideas:

- Provide learning opportunities along with the schools in need so businesses can connect with them to provide support to the schools and students (i.e. field trips, tutoring, computer skills, etc.)
 - Work with principals to develop a list of needs for schools to determine if/what is available in the community as a resource for support