



Sample CCSPS Talking Points for School Boards

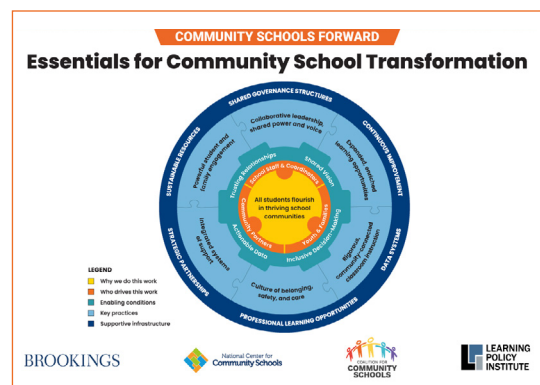
The Capitol Area R-TAC is pleased to offer these talking points for district and county office of education staff to build the capacity of boards of education to understand and support Community Schools. Please feel free to adapt these talking points to your local context.



Please contact caprtac@scoe.net for more information or support.

The Grounding Philosophy for Community Schools

- Community Schools offer an opportunity to organize many of the good things that are already happening in our district in order to provide comprehensive and coordinated support to the whole child.
- This is in part about the community resources that can come into schools to provide additional support to students, families, and staff, and...
- More importantly it's about re-imagining the experience of students, families, and staff in our school buildings (in ways that reflect what we know about the science of learning and development.)
- This means everything from the school culture and climate to integrated support systems to the instructional strategies that teachers and other staff are using to engage and motivate learners.
- Community Schools can help us bring together the social, emotional, and academic supports that we already have in place but that often operate as siloed strategies.
- These strategies can far more effectively meet the holistic needs of students, families, and staff when they are coordinated and complementary.
- Show [CS Forward Framework](#)
- This approach can help us realize our vision of [\[reference district vision\]](#).



The CCSP Grant

- Our district has **XXX dollars** in CCSP [planning or implementation] grants from **X date to X date**.
- These funds can be used to hire staff (like Community School Coordinators at each site), do professional learning, subcontract to community partners, buy materials, etc.
- The funds pair with existing resources we already have (e.g., Expanded Learning Opportunities Program that supports the after school and summer programs that are part of a Community School).



- As grantees, the district gets professional learning and coaching from a system of support that includes our county office of education and a Regional Transformational Assistance Center operated by the Sacramento and Placer County Offices of Education.
- Because it's a five-year grant, we need to use the money to build our skills, habits and mindsets around collaboration and coherence.
- We can plan ahead to sustain progress we make under Community Schools by being strategic in how we combine efforts and funding.
- If we're successful, these approaches will be embedded in our system when the grant funding is gone.

Shared Leadership

- Community Schools are about shifting mindsets and habits about leadership and decision-making.
- Community Schools position families and community members as partners and co-designers of their children's education. This approach is different from what has historically happened in schools where strategies and plans have been made FOR families and students, rather than WITH them. By authentically partnering with families and community members, Community Schools promise to undo the paternalism, deficit approaches and assimilationist ideologies that create inequities in our system.
- In a Community School, for example, the Principal and the Community School Coordinator work in partnership to make decisions,

based on the input and advice of students, families, and staff.

- Collaborative work can be challenging and slow moving. It requires time and attention for relationship building and cultural competence that welcomes the variety of voices on a school campus.
- The reward is a positive learning environment with structures, systems and practices that students, families and staff are authentically engaged in and committed to sustain.



The Board's Role

- The Board's position and influence is important for communicating clearly about Community Schools and how it supports progress towards our district vision.
- In its budgeting and oversight role, the Board can ensure that Community Schools are visible as an organizing framework within the LCAP, the budget, and other documents that communicate the district's priorities to the broader community.
- With all their community connections, Board members can embrace and model shared leadership, really listening and taking into account the voices of those closest to the work, including students, families and staff.
- Finally, as transitions happen, the Board can support its vision by continuing to bring in leadership that prioritizes supportive student-centered learning environments that engage and leverage family and community assets.



Presentation Suggestion

It is often helpful for Board members to hear from those most impacted by the work—students, parents and staff. Here are some sample questions you could ask each group to address in a presentation to the Board.



Students

- What do you like about your school?
- What kinds of supports and opportunities do you use, and why?
- How have these helped you learn?



Parents

- What do you appreciate about your child's school?
- How has the shift to community schools improved your and your child's experience?
- What do you think the Board needs to know about community schools?



Staff

- How has the shift to community schools changed your experience as a staff person?
- What does it mean for your ability to support student learning?
- What impact do you see on students and their families?
- What advice do you have for the Board?