

Selected Excerpts from Building Communities of Hope

6. Accountability

Boards of Education, Community School councils, administrators, school staff, students, families, community members, human service partners, and provincial government are collectively responsible for assessing the effectiveness and success of the program in meeting its planned objectives.

1. Responsive Curriculum and Instruction

All partners (staff, students, parents and community members) implement and assess the learning program and educational approaches, bearing in mind that schools must reflect the communities they serve.

IV. THE COMMUNITY SCHOOL FRAMEWORK

Community Schools move towards a true community- based education model where community priorities impact directly on and nurture curriculum. (p. 16)

Students, families, and community members work in partnership with school staff to enhance student learning. . . in the community. Together they create a shared vision, set school/ community goals, and identify issues and priorities. This includes. . . setting school policy. . . (p. 20)

Community development initiatives include: . . .
anti-racism initiatives; (p. 24)

The board of education has a responsibility to:

- develop and implement comprehensive policies to support community education. . .
- eliminate barriers to authentic community engagement in schools;
- appropriately support Community Schools within its jurisdiction in terms of human and financial resources allocation; . . .
- recognize the challenging and labour intensive demands of schools serving vulnerable populations, and provide adequate human and other resources for their operation. . . . (p. 26)

The Principal

Required . . . is a strong commitment to empowering parents, students, staff, and community members to “create” a Community School. The principal works to develop a school culture and environment that is conducive to the engagement of families, community members, and other partners. (p. 28)

Shared Roles of the Council, Coordinator and Principal

- Share decision making on a wide range of school policies such as discipline, attendance, student evaluation, and parent/school communications. (p. 29)
- Have meaningful roles and responsibilities that include decision making and providing advice on the learning program, school policies, facility use, community development, and community Programming (p.27)

Teachers have a responsibility to: . . .

- develop a knowledge of the community within which they are working and of the educational needs of First Nations and Métis students. . . .
- develop meaningful and challenging programs within Saskatchewan's Core Curriculum that successfully respond to the. . . realities of students' lives and are based on community education principles
- engage students, families, and other partners in the learning program;
- have a commitment to ongoing professional development in the areas of enhanced parent and community partnerships, cultural responsiveness, community education and development; (p. 33)

Families have a responsibility to:

- advocate for school and community and invite other community members to participate in the school;

School Division Personnel have a responsibility to:

- provide supports to Community Schools to authentically engage youth, families, and communities in planning, implementation, and evaluation;
- develop a strategy for the selection, orientation, and ongoing professional development of staff;
- promote shared decision making within Community Schools;
- provide ongoing professional development particularly in the areas of instructional practices to meet. . . , community education, community development, and Aboriginal education. . . ;
- ensure Community Schools are supported in their efforts to implement the Community School framework to achieve success and well-being for all students. (p. 35)

The Department will:

- carry out research and maintain information on current trends and issues related to community education, needs of vulnerable children and youth and First Nations and Métis students, and successful education approaches;