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Guidelines for COMMUNITY SCHOOLS

State of Minnesota



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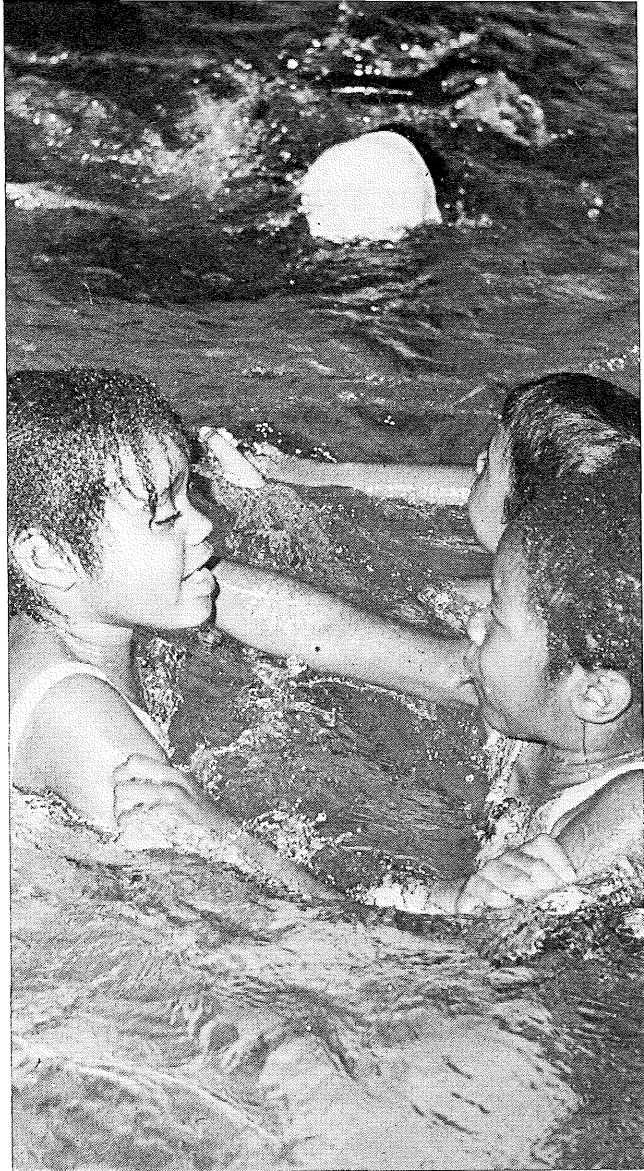
Governor's Advisory Council on Community Schools

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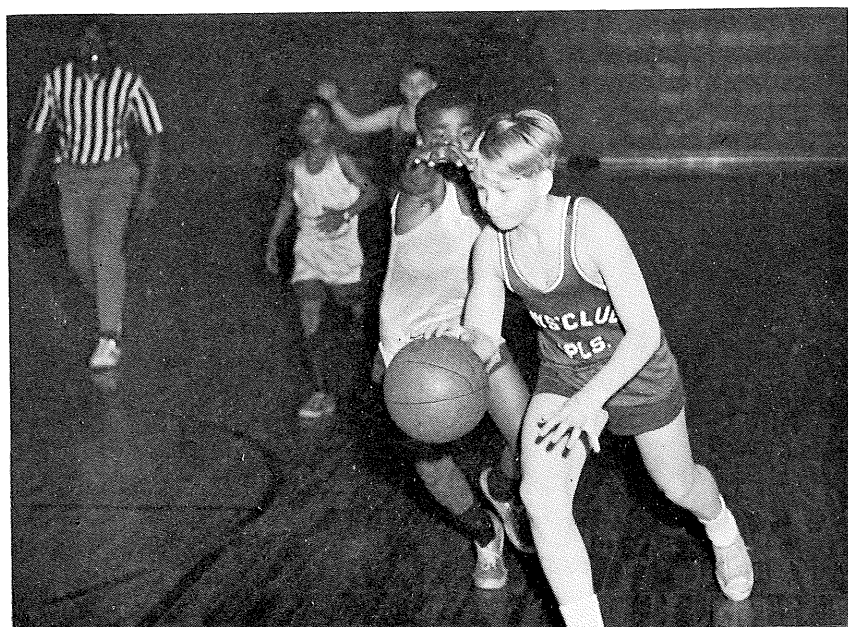


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A swimming pool, a classroom, a gymnasium, a library—all can be put to excellent use by all members of the community.



Foreword

Traditionally, we have thought of the school as unrelated to any other city facilities. The school has been a building into which the child disappears in the morning and emerges in the afternoon. It has been the place where between 8:30 and 3:30 for nine months of the year, education happens to young people.

School districts are units of local government. They should be planned or remodeled or utilized in light of the total planning in the community. It simply doesn't make sense to duplicate city parks with ball fields, equipment, swimming pools two blocks from the school's ball fields and swimming pool. Most cities in the state are crying for recreational facilities. We should space them wisely.

A total planning policy can serve more people better. Regardless of the reasons, it is nevertheless, true that few communities conduct this kind of comprehensive planning.

The Community School concept for Minnesota could bring substantial benefit to the child, the adult, the community, and the school. Some initial cost may be incurred in arranging and maintaining school facilities to serve both the school's needs and the community's needs. However, looking over the tremendous expense of a 1½ billion-dollar plant used on a part-time basis pales the significance of the original outlay.

I am pleased that you will take the time to explore the concept of the Community School for Minnesota. I encourage you to also take the time to give us your thoughts and recommendations on this most important venture.

Governor of Minnesota

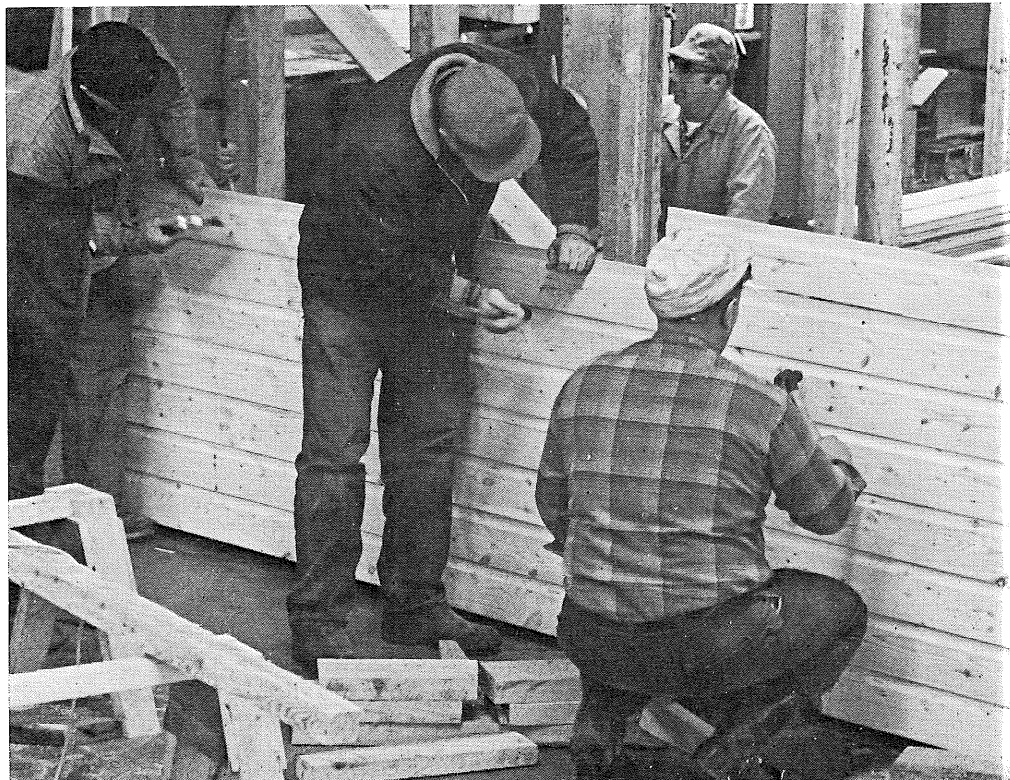
Introduction

The community school concept is one of the most exciting educational ideas to emerge within the past 50 years. It is particularly timely for Minnesota because of the pressing need for making maximum use of our school facilities and personnel in providing needed community services. These services will vary from community to community according to the individual needs of citizens.

We are grateful to the Task Force of the Governor's Advisory Council on Community Schools for preparing these guidelines. We want to express our appreciation also to the resource consultants from community agencies who devoted their time and talents to this important project. Without the teamwork effort of all concerned, the present document would not have been possible.

This manual is intended as a guide to assist school district personnel, local government officials, and other key community leaders in the development of community school programs. In the preparation of the guidelines contained herein, the Governor's Advisory Council on Community Schools has avoided statements which would pose undue restrictions or hardships on any community. It is hoped, therefore, that those using the guidelines will look upon them as suggestions which have grown out of successful experience and which are incorporated here to assist in the optimum development of community school programs in our state.

Commissioner of Education



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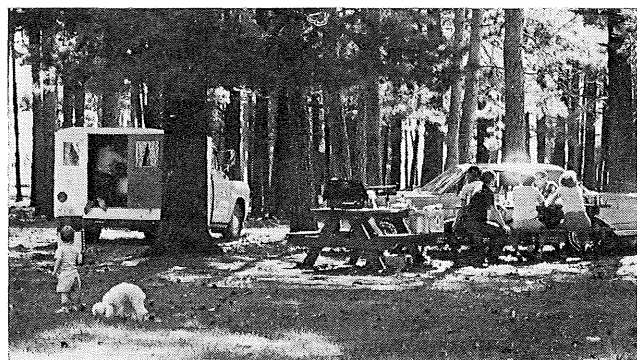
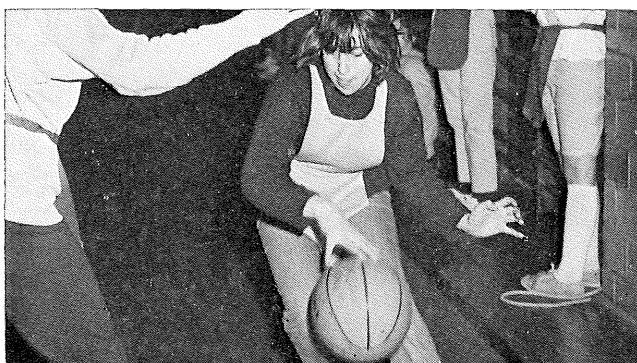
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A Position Paper on Community Schools¹

One of the most significant educational developments in the United States during the last two decades has been the increasing implementation of the community school concept. This new concept conceives the school as a community center which operates in a partnership manner with other groups in the community to provide recreation, adult and continuing education, and a variety of other community and social services. Such maximum use of community resources through total community involvement results in a broader and more diversified program. Economy is achieved through new uses of existing resources as well as the elimination of duplication of effort. The specific services provided by the individual community school are determined by the particular needs of the community it serves.



Community School Developments in Minnesota

Over the last ten years, there has been a rapid increase in the number of school districts in Minnesota that have opened their schools for community use. A few, noteworthy among which is the Anoka-Hennepin School District, are developing broad community school programs patterned, in general, after the Mott Program of the Flint (Michigan) Community Schools. Some cities, including Minneapolis, Brooklyn Park, and Coon Rapids, are also developing comprehensive community school programs. The primary leadership for the community school movement in Minnesota has come from the directors of these programs, the Office of the Governor, the State Department of Education, the University of Minnesota, Southwest Minnesota State College, the Minnesota Jaycees, and the Minnesota Association for Health, Physical Education, and Recreation.

The overwhelming response to the recent Minnesota Governor's Conference on the Lighted School was ample evidence of the interest in the community school concept throughout Minnesota. This Conference was initiated by the Minnesota Association for Health, Physical Education, and Recreation through a contribution to help finance the meeting. Prior to the Governor's Conference, one-day community school workshops had been sponsored by the Minneapolis Public Schools, Southwest Minnesota State College, and the Anoka-Hennepin School District. The University of Minnesota had also held a four-day Institute on Community School Organization.

Governor LeVander implemented the strongest recommendation emanating from the recent Governor's Conference by appointing the Governor's Advisory Council on Community Schools. The Council has the following goals:

- To develop guidelines and standards for community school programs and personnel.
- To make a statewide study of local community needs for recreation, adult and continuing education, social and health services, and other community educational services.
- To recommend to the State's Chief Executive and Legislature specific ways in which these needed community services may be provided through greater utilization of the facilities and other resources of the public schools.
- To suggest to the State's Chief Executive and Legislature a plan for creating greater public awareness of

¹Prepared by the Steering Committee of the Minnesota Governor's Advisory Council on Community Schools

the need for these community services and the important role of the public schools in providing them.

- To serve as a ready resource for the Governor and the various state agencies in helping to solve problems related to local community educational services.
- To provide a clearinghouse for ideas and information to assist local communities in the development of community educational services.

A grant from the State Department of Education enabled the Council to hold an eight-day workshop to develop guidelines and standards for community school programs and personnel. These guidelines and standards were developed through the involvement of representative lay citizens and educators from throughout Minnesota.

Needs and Recommendations

Faced with such problems as increasing crime and delinquency, an exploding population, and more and more leisure time for its citizens, Minnesota has a special need for expanding opportunities for recreation and adult education. Although Minnesota is one of the few states that have been blessed with an abundance of natural recreation areas, it has not provided adequate year-round recreation programs for all age groups. Additional adult and continuing education, and community and social service opportunities will also be required to meet the emerging needs of the 70's.

The primary facilities which should be used for recreation and adult education activities throughout Minnesota are the public school facilities owned and operated by the state's 440 school districts. Yet more than 70 percent of Minnesota's school-connected recreation programs are limited to a period of ten weeks or less

during the summer months. Such limited use of the state's most important facilities—those of the public schools—is an obvious waste to the taxpayers. Speaking to this point at the recent Governor's Conference on the Lighted School, Governor Harold LeVander said: "In more ways than one, schools represent the largest investment in our community. In the strict dollar sense, since 1860 when records were first established, we have invested \$1,397,866,540 in our school facilities. Yet this nearly 1½-billion-dollar plant stands empty more than half of the usable time. This monumental waste is indefensible. The only thing more appalling is that we have tolerated it so long."

In its efforts to make maximum use of facilities, every community should seek to adopt the following principles for the implementation of the community school concept:

- The regular program of the school should be modified wherever possible to make greater use of community resources and to help solve community problems.
- The school should serve all age groups.
- More extensive use should be made of the school plant, which should be open afternoons and evenings, weekends, and the summer months.
- The purposes and activities of the school should not be restricted to academic improvement, although this may be a main purpose, but should also include such concerns as leisure and recreation, vocational improvement, and social action.
- The activities and services provided by the school (which may utilize some nonschool facilities) would be coordinated through the office of the school principal by personnel especially assigned and trained for this role.
- A community council, which includes teachers, students, and representatives of all other groups involved in the community school program, should help determine activities and procedures.

Governor LeVander has said that "schools represent one of the largest single investments in each of our communities. Schools must and will have maximum use—they should be *open day and night*, weekdays and weekends, 12 months of the year. Schools should be available to the entire community for educational and recreational programs. Schools should become the *focal point of community activity*."

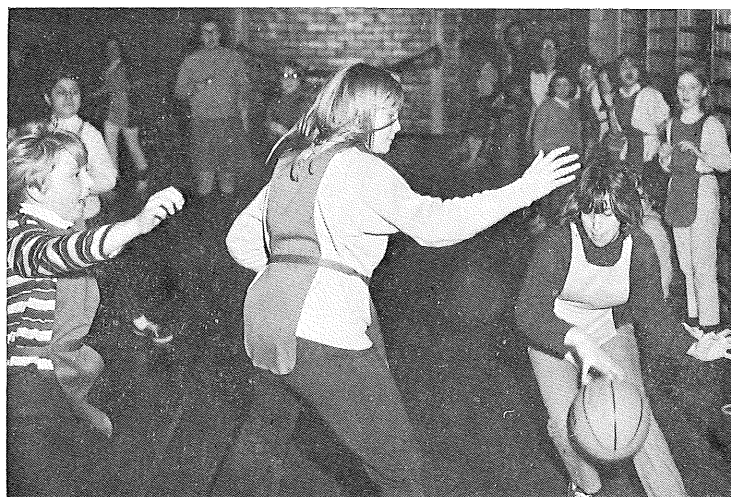
The goals of the Governor's Advisory Council on Community Schools are consistent with those of the Governor's Advisory Committee on Education for the 70's. The primary concern of both groups is the more effective and efficient utilization of total community resources for education.



Although natural recreation areas are found throughout the state, a community-school program can help supplement them by teaching people how to make worthy use of their leisure time.



*There's no reason why school doors
should close at the end of the day
or the end of the year.
Many can make good use of the
school's facilities and equipment.*



Chapter 1

*What Is the Community School?*¹

The community school is a human engineering laboratory serving the basic needs of people throughout life—from the cradle to the grave—the learning center where:

- Expectant parents receive instruction in prenatal care and parenthood.
- Babies are brought for clinical checkup.
- Preschool children get ready for the experiences of kindergarten.
- Undernourished children receive a wholesome breakfast.
- Mothers learn how to purchase, prepare, and conserve food.
- Mothers learn how to launder clothes and to construct and care for clothing.
- Children give expression to their creative talents.
- Teenagers engage in wholesome cultural, social, recreational, and service activities.
- Teenagers are reclaimed as a part of society.
- Mothers dependent on public assistance learn to become self-supporting.
- Adults learn to read and write and to acquire other basic skills.
- Men displaced by automation learn new saleable skills.
- Adults study in any field of learning of their choice.
- Referrals are made to other agencies for help with basic needs.
- Hobbies are learned and pursued to meet leisure-time needs and, in some cases, to produce income.
- Groundwork is laid for community leadership and community development.
- People get ready to meet changing conditions in the community.
- Health needs of all are cared for or referred to the proper agency.
- The cultural needs of people are fulfilled.
- Older citizens learn that they, too, are still a part of society.
- All the resources of the community are brought to bear upon the learning process.
- All basic human needs are served.

¹Adapted from "A Look at Flint's Community Schools", by W. Fred Totten.



Why Community Schools?

Communities throughout Minnesota have active school systems, departments of local government, and a variety of other organizations and agencies which provide educational, recreational, and social services. However, few communities are aware of the reasons for such services. How many have really tried to find out what is taking place and why? Who are the participants and what are their needs? Are the activities helpful? Who is not participating and why? What are their needs and how can these needs be met?

The community school, a place where learning and living meet, is the answer to such questions. The community school concept envisions groups and individuals working together in a planned way to meet the total needs of the community. Existing community facilities and resources are put to more and better use. Because they are centrally located and represent such a large financial investment by the community, the public schools are a natural focal point in this new concept.

The various community groups will continue to sponsor needed activities. However, a community services director,¹ housed within the school, assists in matching existing resources with the needs in the community.

What does the community school concept mean to a community? The implementation of this concept results in the following benefits:

- *Increases Mutual Cooperation and Trust.* Under this new concept, community groups and individuals assess what they are doing and why. With the help of the community services director, they avoid duplication of activities and develop needed new activities. Thus, mutual cooperation and trust within the community are increased.
- *Brings About Financial Savings.* By avoiding needless duplication of facilities, equipment, and personnel, existing resources—especially the schools—are available for more community use. Because maximum use is made of existing facilities, new ones need not be built. Activities within the community are not duplicated, thus freeing funds for better use.
- *Helps People Identify and Use Their Own Great Reservoir of Strength.* Everyone within the community has the opportunity to become involved in community activities. As he becomes involved, he uses his own talents to help meet the needs of his friends, neighbors, and the entire community.

¹The title for this position varies. Popular titles include Community School Director and Director of Community Educational Services.



- *Unifies the Influence of the Home, School, and Community.* By working together to make a better community, a strong, positive image of the home, school, and community is developed. The home, school, and community are the fabric within which the lives of our children, youth, and adults are woven. As these are strengthened and improved, so are the lives of our citizens.
- *Serves the Total Community.* Under the community school concept, all people are served. Programs for all age levels from pre-schoolers to senior citizens, male and female, are developed as their needs are cooperatively identified.
- *Enriches the On-Going School Program for Children and Youth.* The regular school programs can call upon newly-identified resources within the community. Many activities, both before and after the regular program, are developed which enrich the regular program experiences of children and youth.
- *Opens Doors Previously Closed to the Total Community.* School facilities, traditionally closed, are opened to needed use. Other facilities within the community are also more efficiently utilized.



Children and adults from many community organizations can share school facilities, learn together, and avoid duplication of services.

- *Identifies Purposes and Needs Clearly.* As groups and individuals work together with the community services director, the reasons for activities become clear. The need for new programs is cooperatively identified because of total community involvement.
- *Brings About Better Communication.* As individuals and groups work together, their interests become more closely tied with the common good than with their own private concerns. The community becomes a forum in which programs and reasons for them are openly discussed. Through close cooperation, communication among all segments of the community is maintained.

A better community results from these benefits — a community which knows its strengths and weaknesses and one which can work cooperatively to overcome its weaknesses and capitalize upon its strengths.



Chapter 3

Community School Organization¹

Community Relations

The community school program provides a built-in communication system among the schools, the citizens, and the various government, civic, and social agencies in the community.

In its basic form, the community school program is community relations—or public relations—at its best. Too often the public and various social and government agencies look upon the school as “that place which takes the biggest hunk of the tax dollar.” By involving the citizens of the community in their schools through the use of school facilities, and with a consistent and continuous program of public information, the community school program shows immediate results from the school tax dollar.

A real and observable result of a community school program is the positive public relations that it creates for all agencies involved. The community benefits from the increased public support for improvement and expansion of facilities and programming, increased interest and participation in community events, and a greater awareness on the part of citizens of what is happening in their community. Through cooperative programming and planning, the individuals and groups involved in the program are able to provide more community services at a reduced operating cost. The community school program also brings closer unity among the public and private schools, junior colleges, vocational-technical schools, and other institutions of higher education.

The community services director and his supportive personnel are constantly involved in the many and varied phases of public relations. The basis of any community relations program is “human relations”—working with individuals, groups, and agencies on a person-to-person basis.

In smaller communities, the community services director should establish a formal public relations program to inform the various publics about community activities. He should be familiar with the community—its power structure, formal and informal—and he should be skilled in the basic tools of public relations.

By working closely with the local communications media, by speaking to community groups, and by distributing such important aids as flyers, brochures, and newsletters, the director tells the “community school story.” In addition, he must listen to the public and to

his community council or advisory committee to encourage two-way communications.

In larger communities where there are literally scores of agencies, institutions, and government bodies, the community services director must familiarize himself with his publics and inform them of cooperative community programs. The many relationships of education with its various publics are both direct and diverse. There are frequent opportunities for friction, misunderstanding, and communications breakdown. The basic ingredient to sound relationships on all levels is the development of the idea that education is the job of all citizens. In achieving this, educators, citizens, and groups must work in partnership, using wisely the tools of persuasion, information, and cooperation.

The organization of a community school program will not necessarily provide the panacea to all problems facing a community, but it’s an important step forward in developing a better community.

Partnerships

In order to organize and develop a community school program, it is imperative that provisions be made for open and flexible relationships with a wide range of public and private institutions either providing or supporting adult education, recreation, and other community services. This is essential in order to develop the capacity for serving the wide and diverse range of needs found in individual communities.

The community organizations joining in a community school program may vary widely in each community.



By meeting with members of the community, the community school staff can plan programs to meet individual needs.

¹See Appendix B for sample organization charts.



People are the best resources the community school program has. Volunteers can usually be found to teach classes or work as aides.

The relationships may be formal or informal depending upon the functions and roles of each participating group.

Some suggested guidelines for establishing effective working relationships are as follows:

- The community school program should mobilize all available community resources—human and material—to meet the needs for adult education, recreation, and other community services.
- Although the community school should draw upon the available resources of all institutions involved, it is necessary that broad areas of responsibility be delineated so that each has a definite role to play. While relationships may be informal for other purposes, they should be formalized or contractual where any fiscal concerns are involved.
- The community school should serve as the focal point through which programs evolving from the various

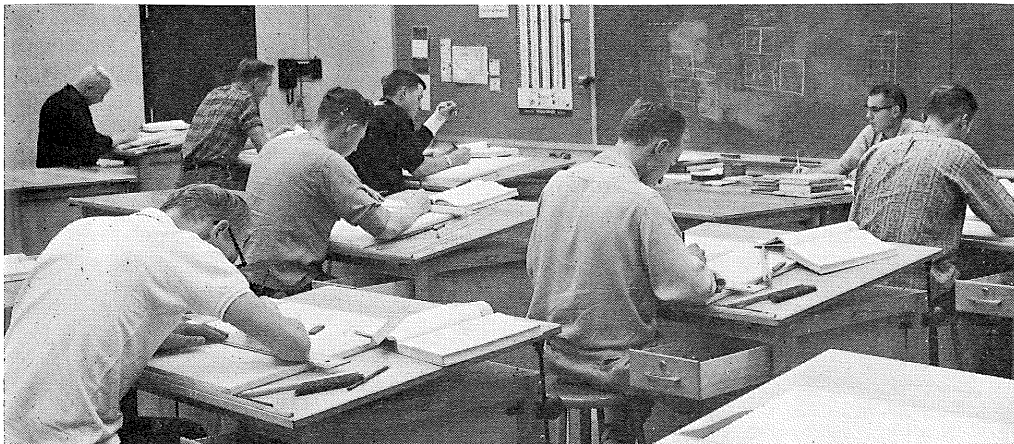
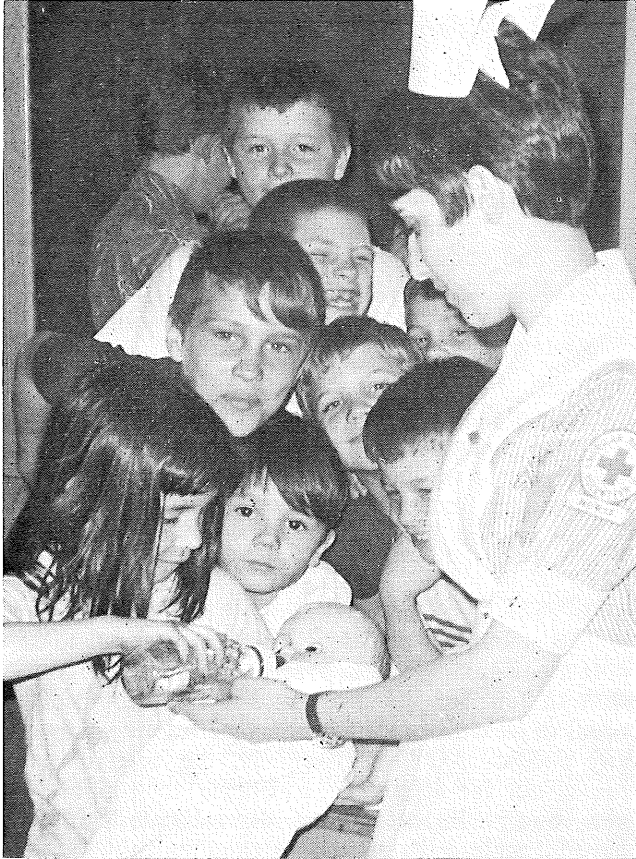
institutions and agencies can be channeled, and perhaps more importantly, the community citizen may use the community school as an amalgamated community resource.

The program is an organized community partnership providing for a broad financial base and the sharing of ideas, facilities, personnel, and programs for the benefit of the entire community.

Financing

One may ask, "If the community school concept is economical, why should financing be discussed?" The answer is simple. Present community activities are broadened to involve more people, and new activities are developed to meet needs not currently being met.

By working together with the community services director, duplication of programming by the various community organizations and agencies is eliminated.



Just think of all the school facilities that can be used year-round by the entire community.

The construction of new facilities, such as swimming pools, gymnasiums, and meeting places, can be minimized when the community makes greater use of existing facilities. For example, the traditional school operates only six hours a day, five days a week, for thirty-nine weeks during the year. Think how much more use could be gained by opening it to total community use when the regular school program is not in session. Other facilities within the community can be put to greater use also. The time of school and other community leaders is also saved for use on other important tasks when community activities are coordinated by one person, the community services director.

Money freed in the ways mentioned earlier may be used to develop new community programs or broaden existing ones. Many communities have successfully adopted a cooperative approach to financing. Many that

have implemented the community school concept have used one or more of the following sources of income:

- *Existing Resources.* The biggest source of financing comes from the efficient use of present funds. The available human resources of a community may also serve a community school program for little or no additional costs. Volunteers can enrich the program with a wealth of talents and skills.
- *Local Millage.* Some communities have used funds from city and school millage levies. Again, these are dollars freed through elimination of duplication. In some cases, they represent special assessments citizens have voted to sponsor a needed program.
- *Tuition or Activity Fee.* Many activities have tuition or fee charges. These funds can be used not only to support that particular activity, but others as well.



- *Federal and State Reimbursements.* Reimbursable programs in education, recreation, vocational training, and community services are available on both the state and federal levels. This type of financing can greatly supplement the contributions made by the community.
- *Grants from Business Firms and Individuals.* Because of the cooperative community spirit engendered by the community school concept, business firms and individuals within the community may respond by providing financial support for needed programs. This support is frequently provided for activities in which the particular firm or individual has a high commitment.

The amount of additional financing needed to support a community school program is minimal. It varies with the size of the program necessary to meet the needs of all citizens. The benefits gained are well worth any additional dollars. Certainly, the need exists in Minnesota for legislative assistance to support this new concept. In recent years, several state legislatures have recognized the benefits of community school programs and have appropriated money for their support. In the last Minnesota legislative session, a bill was introduced in support of community schools. It is anticipated that such legislation will be reintroduced in the forthcoming session.

Steps to Start

The following steps are recommended for communities desiring to implement the community school concept:²

- Organize a community school study or steering committee.
- Survey community needs and resources (programs, personnel, equipment, and facilities).
- Gather community leaders to discuss areas of potential cooperative programming.
- Conduct public or neighborhood meetings to discuss problems, interests, and needs of the program, and to organize a community advisory council.
- Enlist the support of community service organizations, local government officials, the school board, churches, colleges, vocational-technical schools, social and welfare agencies, and the communications media.
- Select a qualified community services director.
- Develop policies of program operation.
- Develop the community school program (see Appendix A for sample programs).
- Continuously evaluate the program and make desirable changes.

²See Appendix E for list of helpful resources.

Staffing the Community Schools

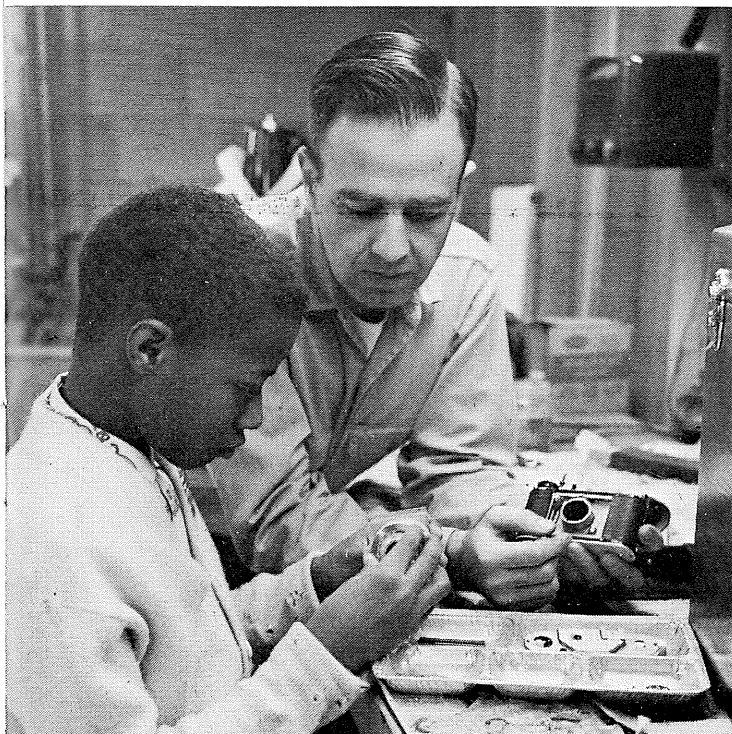
Good leadership is the most important element in ensuring the success of the community school program. Although a community may have outstanding facilities and an impressive list of activity offerings, the program will not succeed unless qualified leadership is provided.

The number of community school personnel needed and their qualifications will depend upon the nature and scope of the program. It is desirable to have one full-time person in each community school assume the responsibility of coordinating the activities centered around that particular school. A common title for this position is Community Services Director. If more than one community school is operated, an overall director will be needed to coordinate the entire program and the work of the directors in the various schools utilized.

The standards, classifications, definitions, and methods of compensation for personnel employed in the community school program will be varied. The qualifications and job description suggested in this chapter have grown out of the successful experience of a large number of school districts.

COMMUNITY SERVICES DIRECTOR

The community services director, by the nature of his work, is a generalist as he relates to education and all phases of community organization and development.



There is no standard blueprint for his work. He is the moving force for bringing about the unity of purpose so essential to the success of the community school program.

Personal Qualifications

The community services director should possess the following personal qualities:

- Strong leadership ability
- Excellent health; capable of sustained physical and mental activity
- Warm and outgoing personality
- Enjoy associating and working with people of all ages, races, and creeds
- Unprejudiced in attitudes
- Able to develop the leadership abilities of others
- A missionary zeal
- Dedicated individual
- Ability in communications and human relations

Job Description

The following is a list of duties and responsibilities normally performed by persons serving in this position:

- Plans, organizes, and administers a broad program of recreation, adult education, and other community services according to the needs of the community (see Appendix A for sample programs)
- Promotes, publicizes, and interprets existing and planned programs to the community
- Develops, with the assistance of the school principal, all community activities in the school
- Assists in coordinating activities normally designated as community-related
- Establishes rapport with leaders of the community
- Becomes familiar with the social and economic structure of the community and applies this knowledge to program development and evaluation
- Establishes, in cooperation with the principal, a community advisory council to assist in program development and evaluation
- Prepares and recommends the budget necessary for operation of the community school program

Professional Qualifications

As noted in this chapter, there is no standard blueprint at the present time for the work of a Community Services Director, nor is there any single recognized professional or certification standard. The community school programs will, and should, vary in each locality to fit the needs and desires of that school population. The precise qualifications for each Community Services Director should be determined by that Board of Education in keeping with its resources and organization.

Experience and education in teaching, adult education, recreation, community relations, social work, administration, or related fields is recommended. This experience could be of a professional or volunteer nature or both.

RELATIONSHIPS¹

The community services director has a close working relationship with many persons and groups and has some relationship to many others. Much of the director's effectiveness depends upon how he relates to those to whom he is responsible and to those with whom he works. While the director is in a leadership position, in many situations he must also be a good follower. His job demands that he stimulate others to take leadership responsibility and then, in some instances, put himself in the background.

Relationship to School Principal

In general, the community services director for a school has the same basic relationship to the school

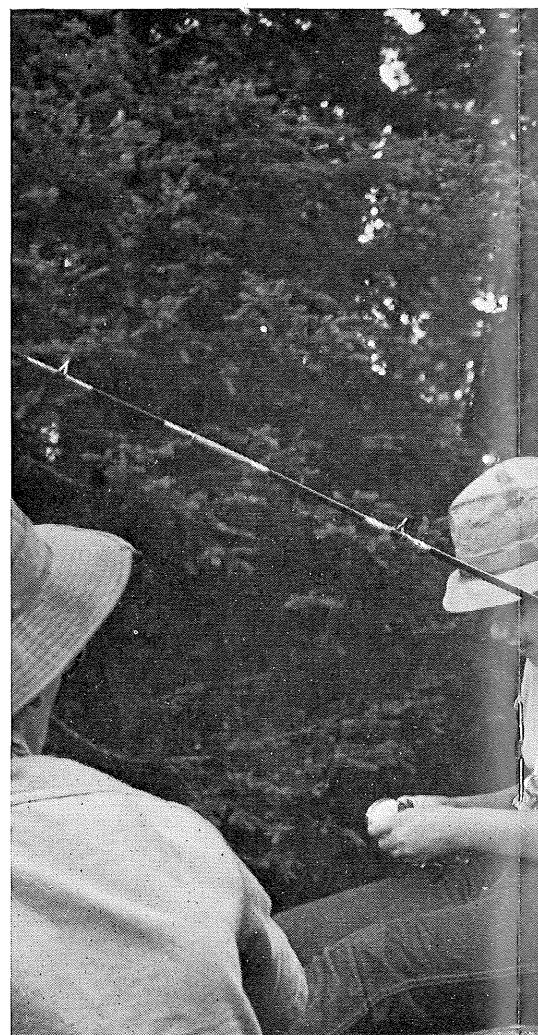
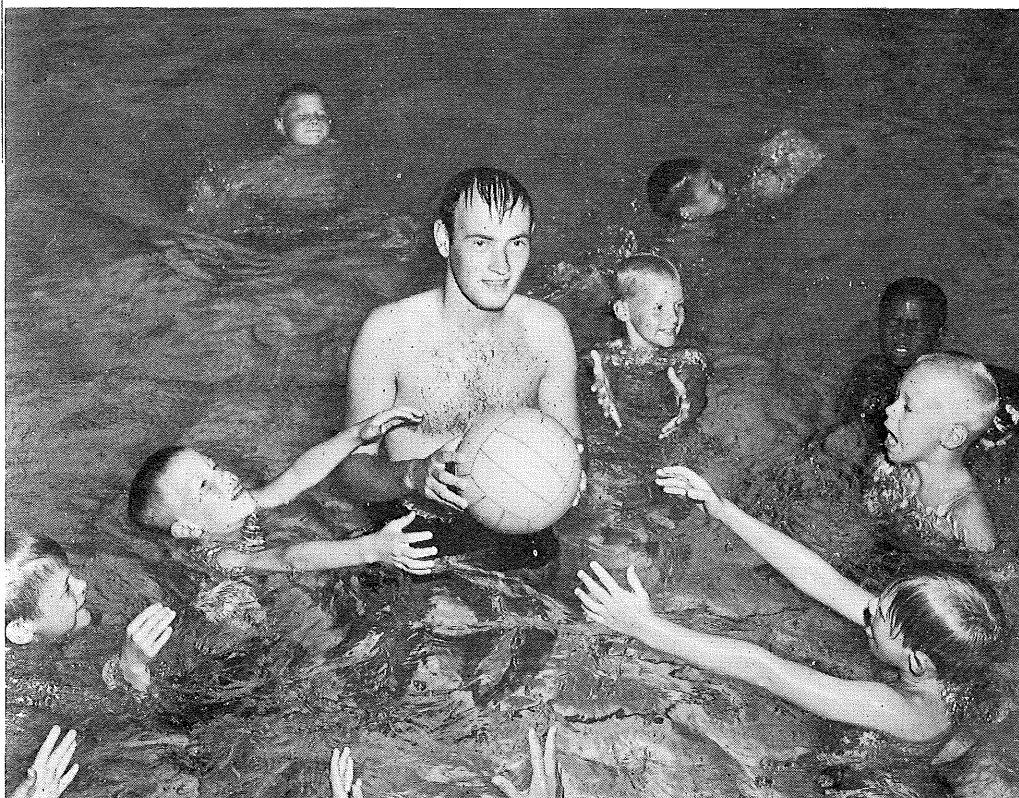
¹Adapted from "The Community Services Director", prepared by the Mott Graduate Study Program, Board of Education, Flint, Michigan.

principal as do all other teachers. All of his planning and program development are subject to the approval of the principal. He keeps the principal informed about everything he does in the nature of community development and program. A good team relationship between the principal and director is essential to an effective community school program. In matters of scheduling, building use, and general organization, the director handles almost all of the load relative to the use of facilities, equipment, setups, and general arrangements.

Relationship to Other Staff Members

Much of the success of the community services director depends upon the relationship he establishes with other members of the school staff. He does not set himself apart from other members of the staff in any way. He takes a regular position on school committees, attends all staff meetings, and participates in all staff social events. The director can do much to help the staff understand and accept the community school philosophy. Frequently, the community services director can help a teacher with a student problem by get-

Qualified recreation instructors are a must for a good community school program.



ting close to the student through some community school activity. The director may learn of materials and activities which can be used in supplementing classroom work. By bringing such matters to the attention of teachers, interest and strength can often be added to class activities.

Relationship to the School Office

The school office provides the clearinghouse for much of the director's work.

Relationship to the Maintenance Staff

The director should remember that maintenance staff members are responsible to the school principal. The director's relationship with the maintenance personnel should lead to mutual cooperation and understanding. This relationship can do much to make or break the effective leadership of the community services director. The wise director knows that maintenance personnel are important members of the community school team.



Relationship to Adult Education Coordinators

When the system is sufficiently large to require a director of adult education and coordinators for different fields, the community services director and the adult education coordinators should work closely together. They should form a cooperative team whose work results in the establishment of programs in the community schools. There should be no line and staff design which places either the director or the adult education coordinator over the other. They must communicate with each other as often as necessary and keep all channels cleared so that neither puts the other at a disadvantage.

Relationship to Pupils

While the director has a responsibility to each child to help him develop intellectually, his prime responsibility to each child is to assist him to become a worthwhile citizen regardless of his eventual economic or social status in life. The community services director is concerned with the welfare and development of the child in all activities. In order for this to happen, the director must maintain a "big brother" attitude toward all youngsters. They must know him as their friend and as one who willingly listens to their problems.

Relationship to Lay People

Lay people have an important part to play in the community school program. The extent to which they participate depends a great deal upon the leadership of the community services director. While lay people are not trained in the technical phases of public school work, they are the public and have a rightful voice in the community school program designed for all the people. The director should try to identify those in leadership positions in the various organizations in the community because they are the ones who will and can give him the most assistance in the community school program.

The director realizes that the good health of the community school program depends not only upon the extent to which people participate but also upon the freedom and ease with which they relate themselves to the program. This means that the director must establish a wide acquaintance with the people of the community, enabling them to know him as a person who truly wishes to serve their interests and needs.

Relationship to Nonschool Agencies

The community school program can be greatly enhanced by cooperation with nonschool agencies. The community services director should take advantage of every opportunity to integrate the program and work of nonschool agencies with the community school program. A two-way situation should prevail, with the school program helping the agency program and the agency program assisting the school program.

Facilities and Equipment

A community's investment in its school plant is oftentimes its largest single investment. Therefore, it is important that school buildings be designed not only for the education of youth, but also to serve the needs of the community school program. Forward-looking communities are now planning elementary and secondary schools to serve community school programs and are locating them with the view that the building and site will provide extended service as a community center.

The following are important factors to consider in the planning and design of community school facilities:

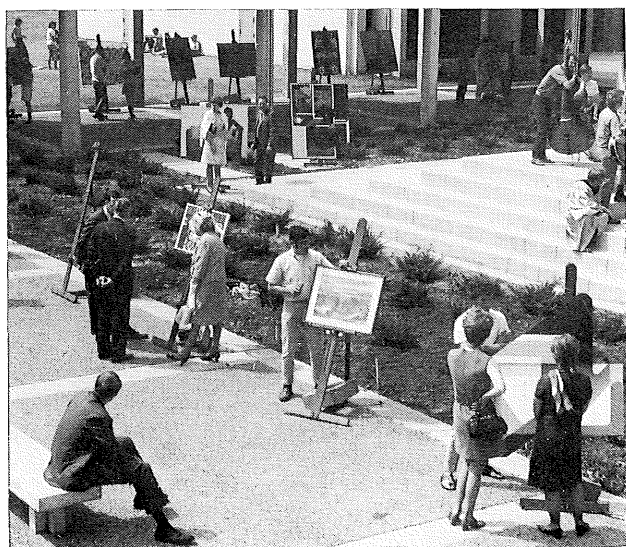
- The facility should be located in an area convenient to the community it serves.
- The multi-use of the buildings and equipment should be an administrative responsibility shared by day and community school administrators.
- Cooperative building and site planning should be initiated with the local government, park board, and other agencies which provide significant community services.
- The classroom furniture and equipment should be adequate for use by children, youth, and adults.
- Adequate storage space should be available for day and community school program needs.
- Space should be available for social activities.
- Lunchroom and kitchen facilities should be available to community groups.
- The parking area should be extended to provide adequate space, and this hard-surface area should be used as a play area during the day.
- Parking areas and grounds should be lighted for safety, security, and convenience.
- Adequate library facilities should be provided to accommodate both youth and adults participating in the community school program—the library can conceivably serve both the school and the general public as a branch public library.
- The building plan should provide for consideration of use by senior citizens and the handicapped.
- Adequate display areas and bulletin boards should be provided for extended use.
- Climate control should be provided for year-around use.
- The business education, industrial education, and home economics laboratories, the gymnasium, the auditorium, the swimming pool, and other areas



School lunch facilities can be used to provide nutritious meals to children in an extended day care program sponsored by community groups or the schools themselves.



Minneapolis schools, in cooperation with the Minneapolis Institute of Arts, were able to offer students a summer arts opportunity program.



A community art fair is an event that that can attract many—and perhaps encourage some to enroll in art classes sponsored by the community school program.



which have frequent use by community school programs should be readily accessible and, whenever possible, be grouped in wings or areas to provide for building traffic control.

- Multi-use of facilities and grounds should be a basic concept in building a new community school plant or when planning additions.

A total inventory of community facilities and equipment should be made to avoid duplication. In addition to schools, other facilities which lend themselves to community use include:

- City and county park and recreation areas
- City and county buildings
- Churches
- Service clubs
- Business and industrial areas
- Museums
- Art institutes
- Civic theaters
- Neighborhood centers
- Other educational institutions

It is the charge of all agencies in the community to efficiently and effectively incorporate their facilities, equipment, and services into the total community school program for maximum service to the majority of the people in the community. One of the most promising patterns in design and construction of facilities is the park-school complex (see Appendix C).



Chapter 6

Program Evaluation

Continuous evaluation of the community school program is essential if services are to be accurately assessed. Fundamentally, the process of evaluation should measure the process of growth and change in the various parts of the program.¹

Program planners and directors should seek through evaluation the answers to such questions as: "To what extent is the program causing a change in the people of the community in ways both they and society consider desirable?" "How effective is the program in achieving its stated goals?"

The following steps are suggested in evaluating the community school program:

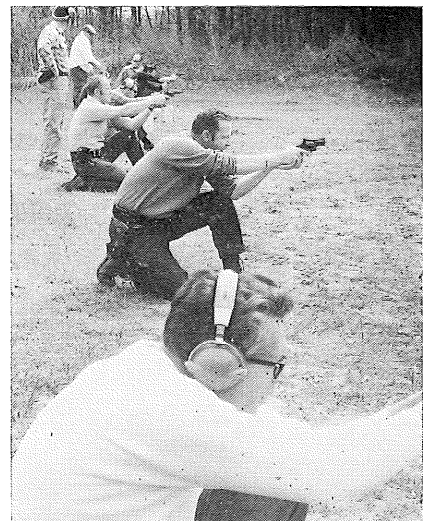
- Identify the specific aspects of the program to be evaluated.
- Collect all evidence or data which will contribute to the evaluation.
- Analyze the data and state conclusions on the evidence collected.
- Finally, make judgments or decisions on what action is to be taken to improve the program on the basis of the evaluation.

¹See Appendix D for suggested evaluation checklist.

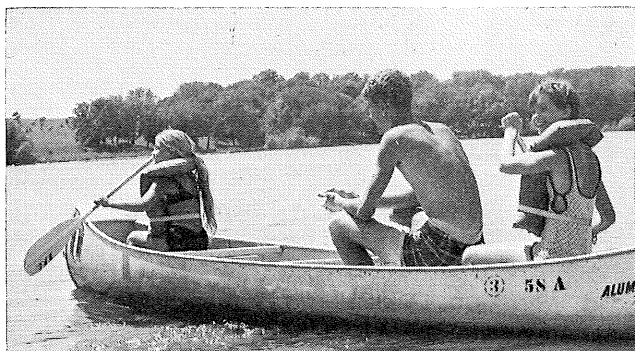
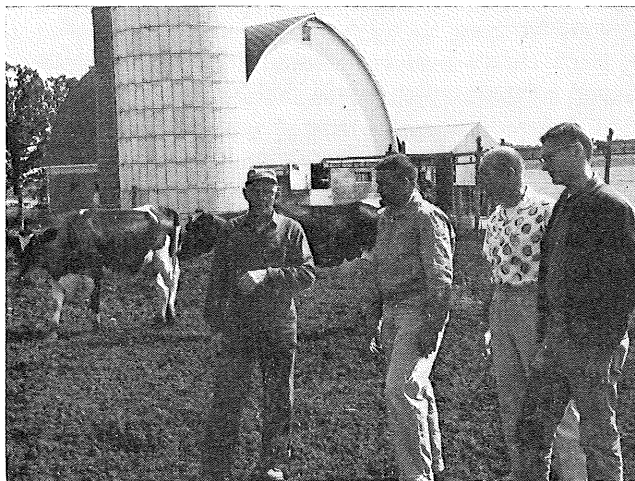
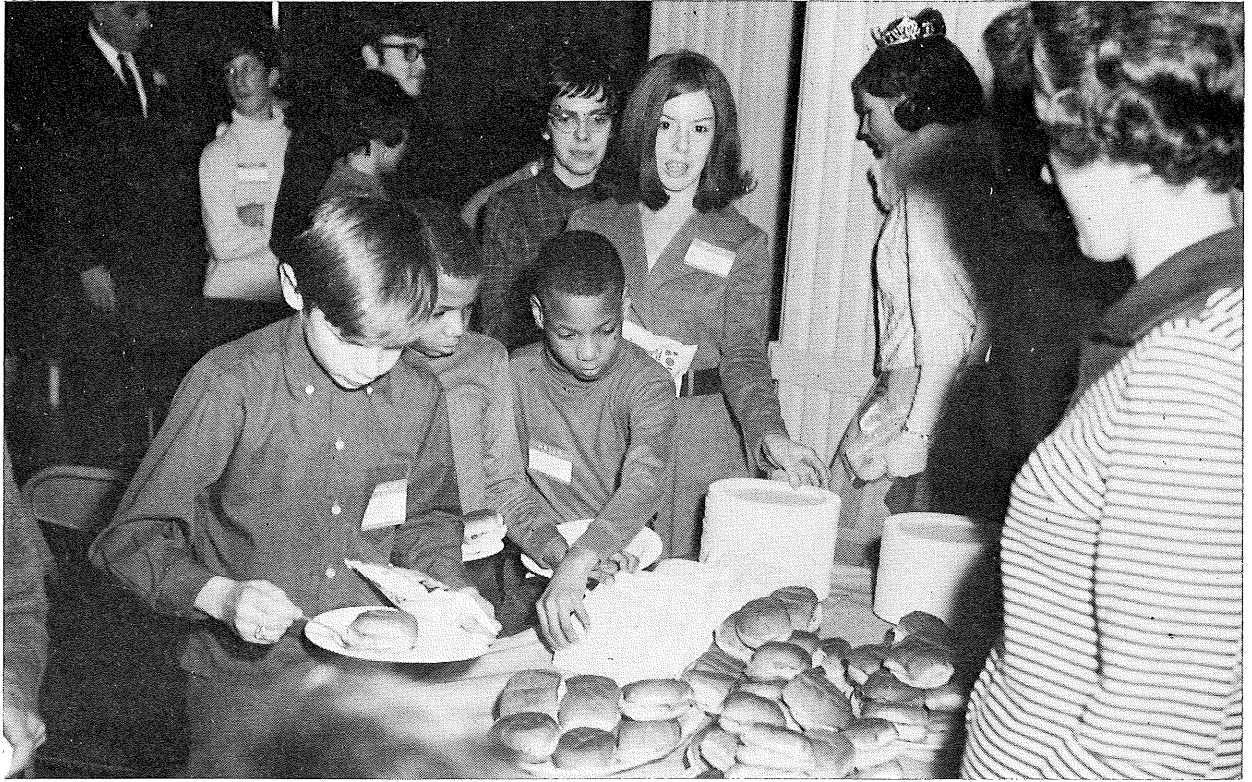
Characteristics of the Community School

The following list of characteristics of a good community school program may prove helpful for evaluation purposes:

- The school day extends from 14 to 16 hours.
- The school week consists of 6 (plus) days.
- The school year is 52 weeks long.
- The curriculum is a continuum for children, youth, and adults.
- There is extensive participation of parents and other laymen in the learning experience of the child.
- Community resources are used on a broad basis during optional periods as well as required periods of the school day.
- Health education and health service exist on a broad time schedule during optional as well as required programs.
- There is broad opportunity for recreational and social activities.
- Enrichment experience takes place on a broad school day extending into out-of-class periods and into the community.
- Each child's personal interests are widely explored and a broad outlet is provided for these interests on



Local police officers are an excellent resource for classes on safety education.



an optional basis.

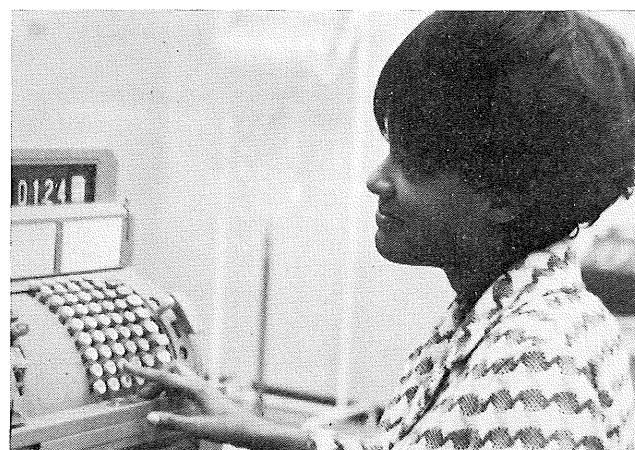
- Broad opportunity is provided for all members of the family to learn together.
- There is wide use of the community as a laboratory for learning.
- The school is always open to community groups for meetings and programs of all types.
- The school is returned to the people who own it.
- Developing leadership on the part of all citizens in one of the leading goals.
- The school is life-centered and serves as a social instrument.
- People without children in school are actively involved.
- There is broad communication with the community-at-large.
- School facilities and equipment are adapted to multiple use by all people in the community.
- Family unity is strengthened through broad participation of all members of the family.
- Retraining programs and counseling make a big impact on unemployment.
- Children, youth, and adults are broadly involved in community improvement projects.
- The school takes the lead as a referral agent on problems not specifically school-related.
- There is much planning and direction in coordinat-



Plan your program to involve both parent and child.

ing home, school, and community effort for the effective development of children and youth.

- There is a conscious effort to solve social problems.
- Such barriers such as intolerance, hatred, indifference, prejudice, and bigotry become matters for direct study and solution.
- Direct action programs are carried out to help people solve their own problems.
- "Oneness of purpose" for total community unity and development is a major objective.
- Many direct efforts at integration of people of all ages and socioeconomic circumstances are made through a variety of programs and activities.
- Community development and the solution of community problems become goals for everyone in the community.
- The school initiates many projects for community development and improvement.
- Learning experience comes from attempting to fulfill the unmet needs of people.



Schools can work with agencies and organizations such as the Neighborhood Youth Corps to provide summer jobs and job training.

Appendix A

Sample Programs

PROGRAMS FOR ADULTS



Family Life:

- Child study
- Home and family classes
- Big brother
- Big sister
- Expectant mother

Academic:

- Literacy training
- College credit work
- Arts and crafts
- Clothing construction
- Business education
- Economic education
- Horticulture
- Home arts
- Mechanical skills
- Retailing
- Speech
- Drama
- Food study
- Trades and industry
- Music
- Building construction
- Welding

Cultural:

- Dramatics
- Book reviews
- Concerts
- Lectures

Recreation and Social:

- Men's club activities
- Women's club activities
- Square dancing
- Social dancing
- Mother-daughter programs
- Father-son programs
- Softball
- Horseshoes
- Snowmobiling
- Ice skating
- Bowling
- Roller skating
- Bridge
- Swimming
- Volleyball

Senior Citizen:

- Suppers
- Tours and trips
- Social mixers
- Recreational programs
- Service-giving programs

General:

- Sheltered workshops
- Skills retraining
- Emotional adjustment
- Committee on alcoholism



PROGRAMS FOR YOUNG ADULTS

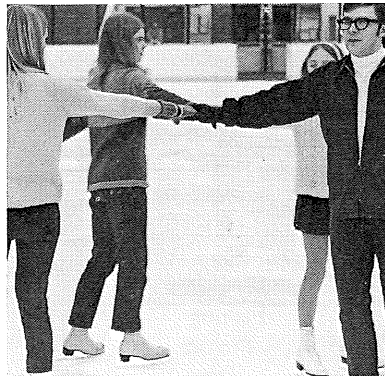


Assisting community agencies:

- Hospitals
- Senior citizen centers
- Children's programs of tutoring and recreation
- House repair program for incapacitated
- Planting trees

Cultural and Aesthetic:

- Creative drama
- Concerts
- Lectures
- Tours and trips
- Radio and television
- Reading and discussion clubs



Academic:

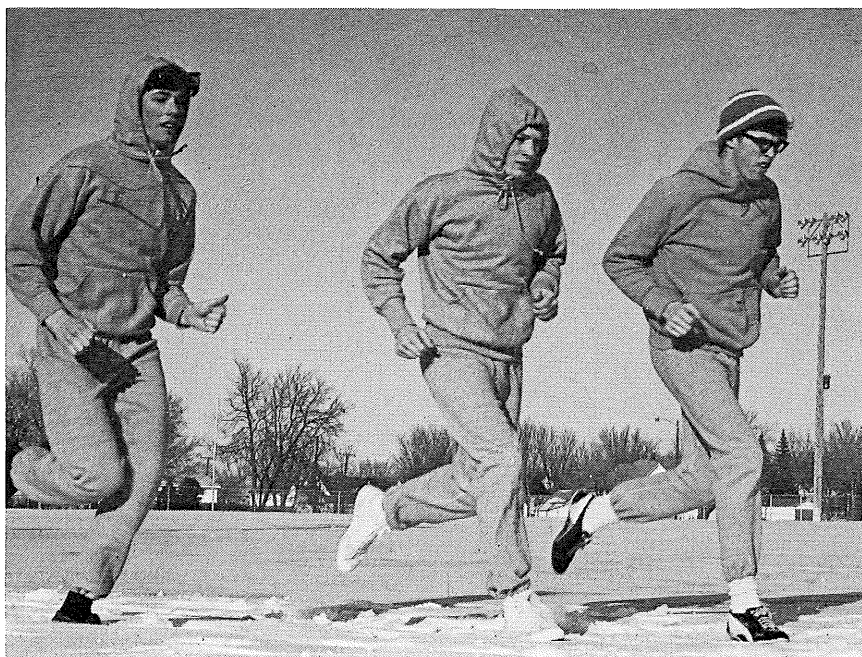
- Counseling assistance
- Tutoring assistance
- Work experience
- Intensive study
- Debate
- Science fair
- Industrial classes

Community Service Programs:

- Clean-up campaigns
- Service to shut-ins
- Volunteer traffic directing

Teen Club Activities:

- Skiing
- Dancing
- Dinners
- Parties
- Play days
- Hiking
- Canoeing
- Archery
- Softball
- Camping
- Biking
- Target shooting
- Bowling
- Sports
- Water sports
- Group games
- Golf
- Track
- Horseshoes



PROGRAMS FOR CHILDREN

Academic:

Reading for fun
Science fair
Nature study
Public speaking
Library
Arithmetic for fun
Woodworking
Foreign language
Sewing
Cooking

Cultural and Aesthetic:

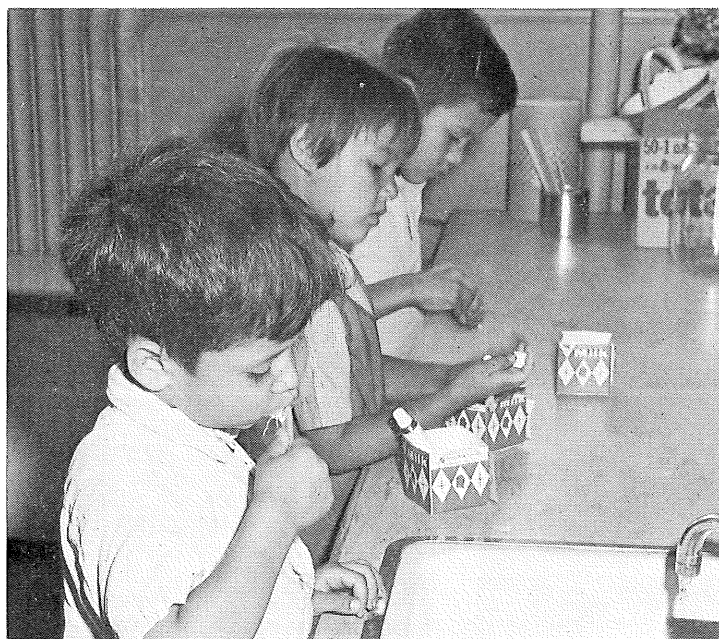
Creative dramatics
Plays
Puppetry
Interpretive dancing
Choral groups
Orchestra
Band
Music appreciation
Piano
Arts and crafts
Tours and trips
Preschool story hour
Ukulele and guitar

Health Programs:

Physical inspection
Dental inspection
Adapted physical education
Health records
Health-guarded programs

Recreation and Social:

Bike hikes
Group games
Gymnastics
Square dancing
Sports
Gym free play
Out-of-doors free play
Roller skating
Swimming
Bowling
Table tennis
Parties
Hikes
Baseball leagues
Tot-lots
Day camp
Fishing
Picnics
Trips



COMMUNITY SCHOOL ENRICHMENT PROGRAM

OPTIONAL PROGRAM

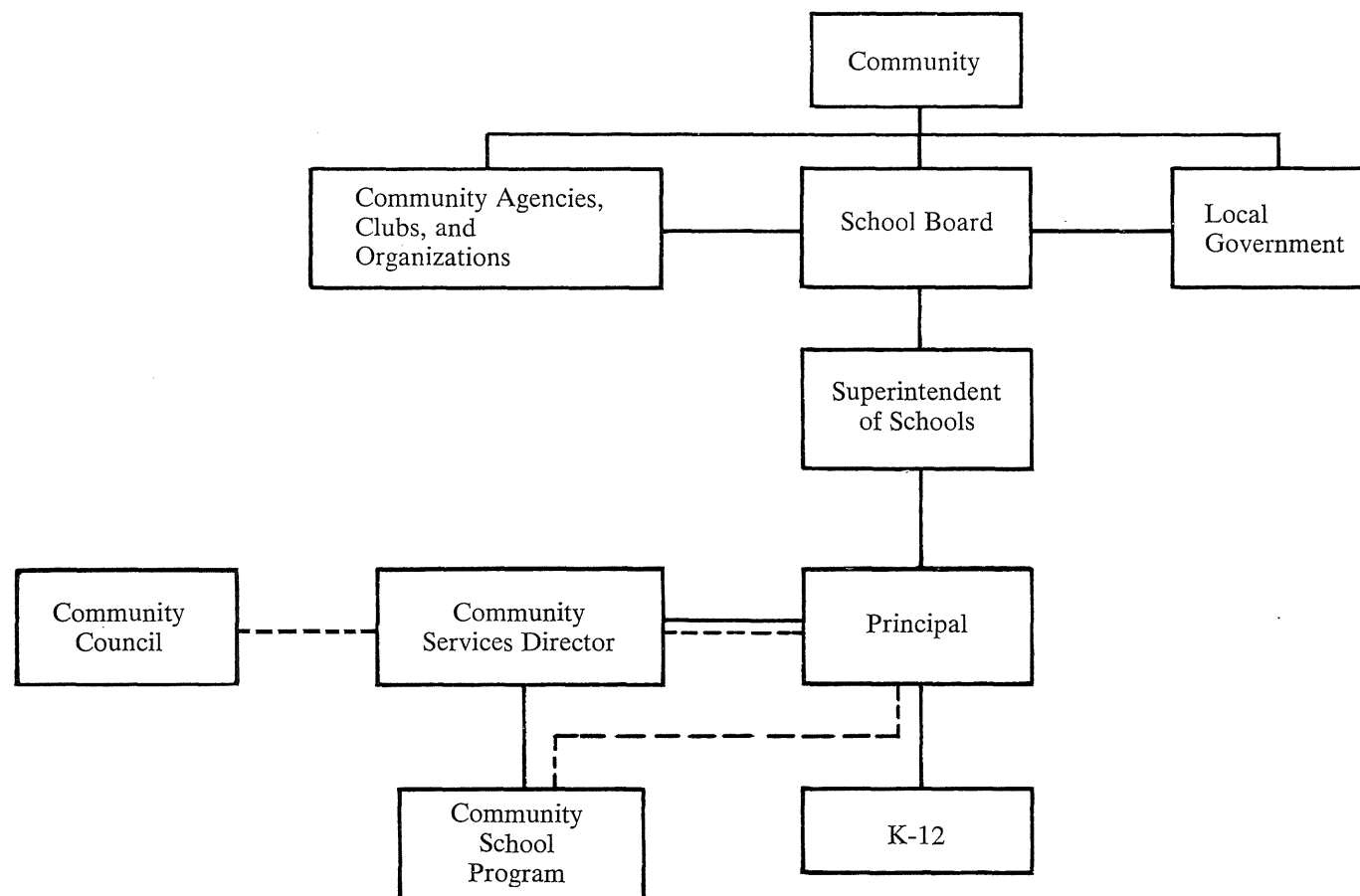
PARK ELEMENTARY COMMUNITY SCHOOL

Sam Jones, Community School Program Director

MONDAY	TUESDAY	WEDNESDAY
<p>A.M.</p> <p>Sunrise Singers, El. Age Sept. '67 7:30</p> <p>Pre-School Story 3-4 yrs. Nov. '68 10:00</p> <p>P.M.</p> <p>Puppetry, El. Age Jan. '69 3:30</p> <p>Arts and Crafts, 4-6 grd. June '65 4:00</p> <p>Jr. Teen Club, Jr. High Nov. '67 6:30</p> <p>Photography, Adults Sept. '68 7:00</p> <p>Basic Economics, Adults Sept. '68 7:00</p> <p>Rec. Club, Women June '65 7:00</p> <p>Landscaping, Adults April '67 7:30</p> <p>Accounting, Adults Sept. '67 7:30</p> <p>Furn. Refinishing, Adults Sept. '68 7:30</p>	<p>A.M.</p> <p>Foreign Language Adults, Sept. '66 7:30</p> <p>P.M.</p> <p>Volleyball, SH-Girls Oct. '67 6:30</p> <p>PTA Board Meeting Adults (1st Tues.) Sept. '64 7:30</p> <p>Youth Bureau Jr. & Elem. Boys, Big Brothers June '65 7:30</p> <p>Bishop I Sewing Women Sept. '67 7:30</p> <p>Sr. Teen Club, SH Nov. '67 8:00</p> <p>Chocolate Dipping Women Nov. '67 8:00</p> <p>Model Car Construction Jr. & Sr. High Oct. '68 8:00</p> <p>Painting with Oil, All Ages Jan. '64 8:00</p>	<p>A.M.</p> <p>Dancing, El. Age June '66 7:30</p> <p>Arts & Crafts Luncheon Senior Citizens Dec. '67 11:00-1:00</p> <p>P.M.</p> <p>Girl Scouts, #268 11-14 yrs., Sept. '65 3:30</p> <p>Brownies, #12, 8-11 Sept. '65 3:30</p> <p>Youth Symphony, 5-8 gr. June '67 4:30</p> <p>Bishop Sewing II Women, Dec. '67 6:00</p> <p>Boy Scouts, 11-14 yrs. Sept. '65 7:00-9:00</p> <p>Special Events as Scheduled Family Roller Skating Mother-Daughter Nite Father-Son Nite Family Potluck Dec. '67 7:30</p> <p>Early American Furn. Adults June '67 8:00</p>
THURSDAY	FRIDAY	SATURDAY
<p>A.M.</p> <p>Cake Decorating Women, May '67 8:00</p> <p>P.M.</p> <p>Intramurals, Girls-Jr. High June '65 3:30</p> <p>Child Study I, Adults 2nd Thurs., Feb. '67 7:00</p> <p>Basketball, Adults Sept. '65 7:00-9:00</p> <p>Art Education, Adults Jan. '64 7:30</p> <p>Quantity Cooking Women June '68 7:30</p> <p>Interior Design Adults Jan. '64 7:30</p> <p>Creative Writing Adults Sept. '66 8:00</p>	<p>A.M.</p> <p>Art Class, 3½ yrs. Sept. '65 9:00</p> <p>P.M.</p> <p>Needlepoint Handbags Women, Apr. '66 3:30</p> <p>Playground Activities El. Girls, June '65 3:30</p> <p>Drafting, Adults Sept. '67 5:00</p> <p>Literature & Book Review Dinner, Senior Citizens Dec. '67 5:00-7:00</p> <p>Beginning Millinery Women, Sept. '67 7:30</p> <p>Mothers' Choral, Women Sept. '67 7:30</p> <p>Special Events as Scheduled Hay Rides Swimming Family Square Dancing Dec. '67 7:30</p> <p>Garage Construction Adults, June '67 8:00</p>	<p>A.M.</p> <p>Sports, Games, El.-Jr. High Boys June '65 8:30-11:00</p> <p>Roller Skating, El. Age Sept. '65 9:00</p> <p>Typing, Adults Nov. '67 9:30</p> <p>Reading for Fun, Elem. June '67 10:00</p> <p>Strings, Age 8-16 Sept. '67 10:30</p> <p>Inexpensive Casseroles Women, June '68 10:30</p> <p>Storytelling Sr. Citizens & El. Ages June '65 11:00</p> <p>P.M.</p> <p>Men's Recreation, Adults Sept. '68 1:30</p> <p>Movies for Children June '66 1:30</p> <p>Special Events as Scheduled All Ages Dec. '67 7:30</p>

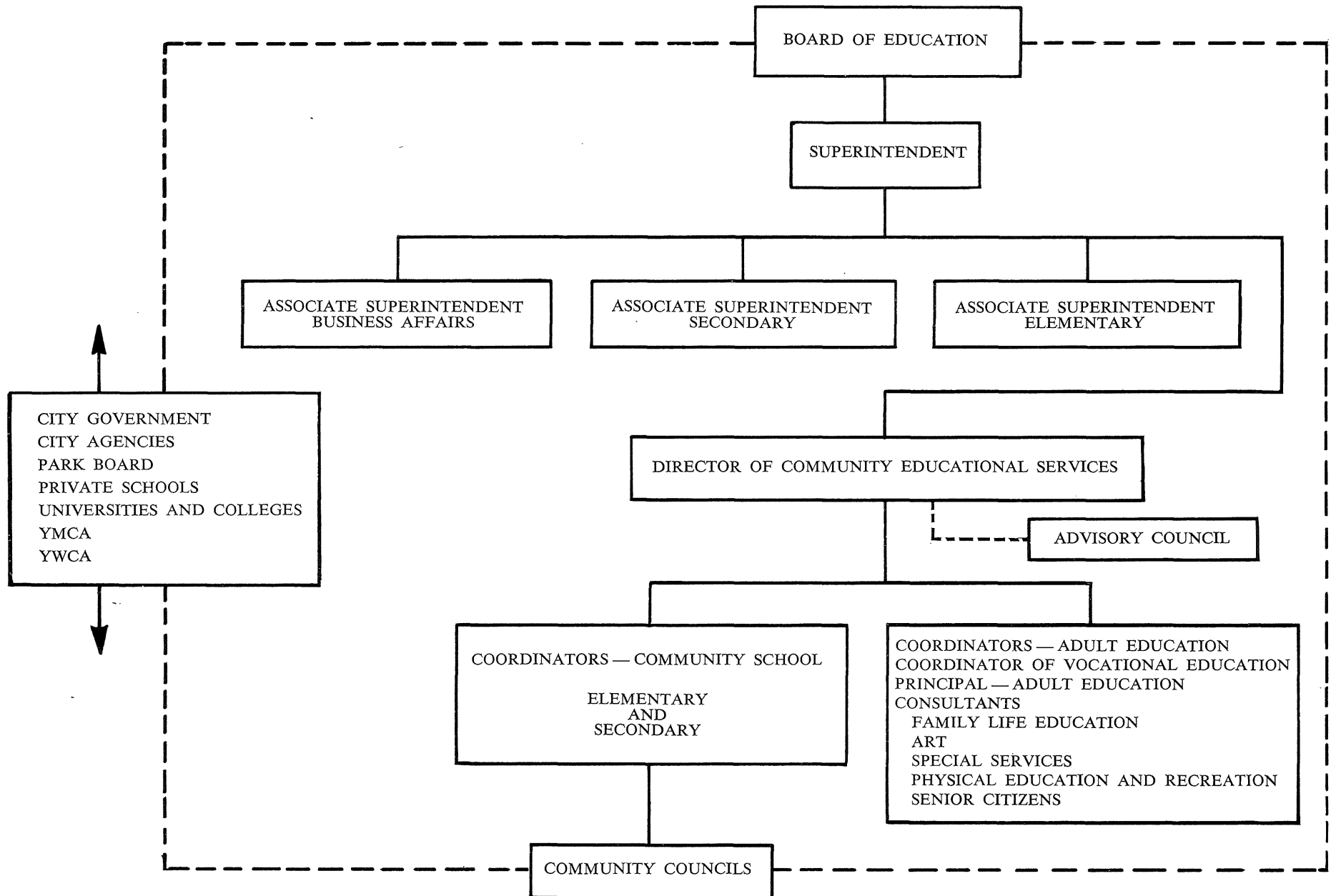
Date indicates
when program
was first offered.

Appendix B

Sample Organization Chart*

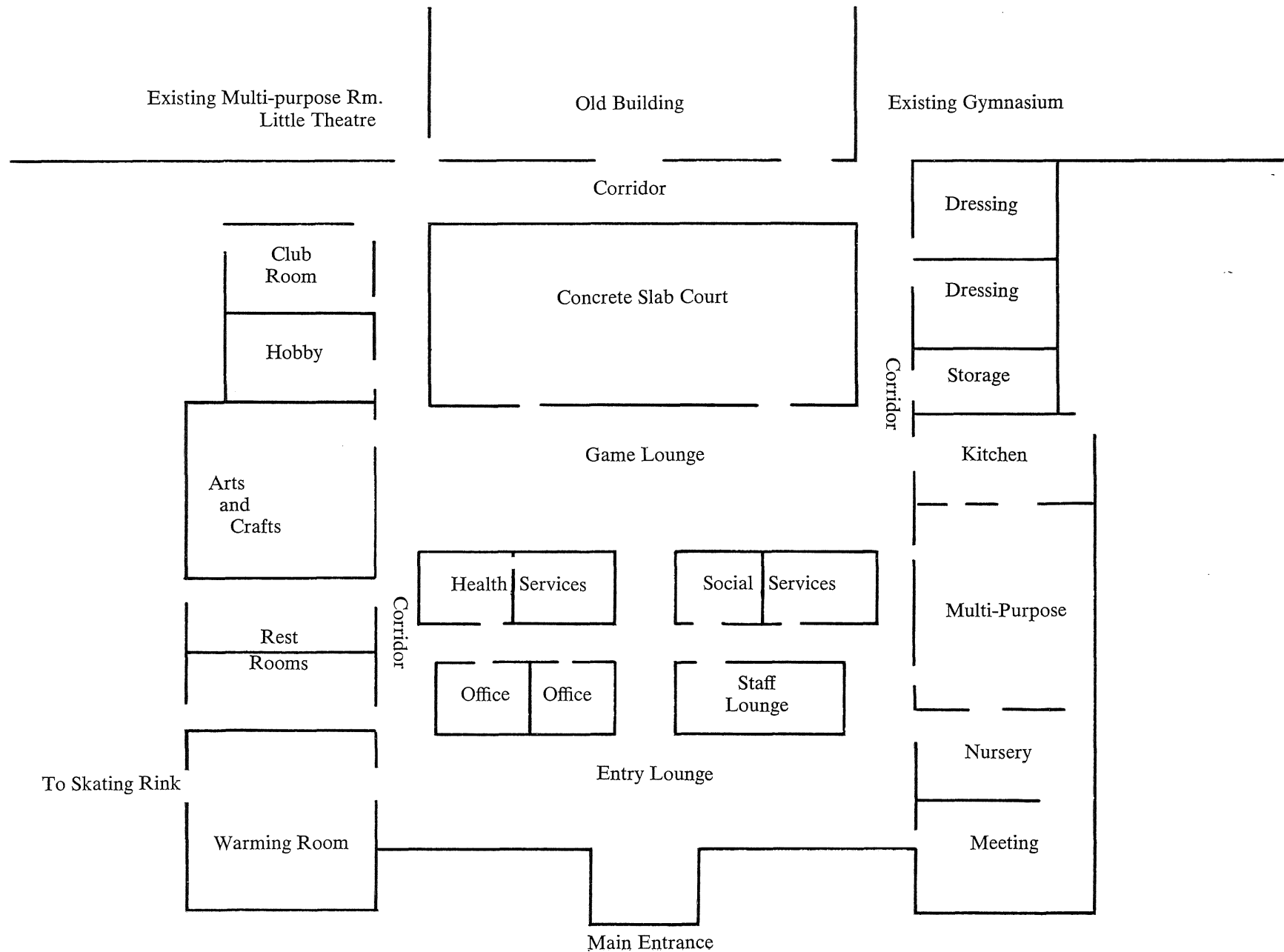
----- Advisory
 ——— Staff Relationship

*This organization chart represents a typical plan in which the school district serves as the coordinator. Other organizational plans may be developed depending upon the needs and interests of the community.



Appendix C

The School as a Community Facility



Appendix D

Evaluation Checklist

Organization and Administration Checklist

The community school program of the local school district:

- ☐ has a written policy approved by the Board of Education defining its philosophy, role, and scope.
- ☐ regards the Board of Education as its responsible, policy-making body.
- ☐ requires the Director of Community Schools to be responsible to the Superintendent of schools.
- ☐ utilizes community school council with clearly defined responsibilities for total planning and operation.
- ☐ has conducted a comprehensive survey to identify community needs:
 - ☐ door-to-door canvas
 - ☐ interviews
 - ☐ opinion polls
 - ☐ mailed questionnaires
 - ☐ diagnosed community forces
 - ☐ block survey
- ☐ has a plan for cooperative involvement:
 - ☐ Park Board
 - ☐ city government
 - ☐ business and industry
 - ☐ social services
 - ☐ public health, welfare, police
 - ☐ private and parochial schools
 - ☐ colleges and universities
 - ☐ senior citizens organizations
 - ☐ community action programs
 - ☐ labor unions
 - ☐ churches
 - ☐ other _____
- ☐ involves community volunteers in carrying out program
- ☐ utilizes publicity techniques
- ☐ press
- ☐ radio
- ☐ television
- ☐ newspaper
- ☐ displays
- ☐ posters
- ☐ pamphlets
- ☐ newsletters
- ☐ public speeches
- ☐ movies
- ☐ annual report
- ☐ open house
- ☐ invites special groups for orientation sessions
- ☐ others _____
- ☐ provides for continuing evaluation
- ☐ receives an appropriate portion of the total school budget:
 - ☐ less than 1%
 - ☐ 1 to 2%
 - ☐ 2 to 3%
 - ☐ 3 to 4%
 - ☐ 4 to 5%
 - ☐ over 5%
- ☐ requires the Community School Director to be properly qualified
- ☐ provides for pre-service and in-service training for group leaders, volunteers, etc.
- ☐ offers programs:
 - ☐ 7 a.m. to 4 p.m.
 - ☐ 7 a.m. to 10 p.m.
 - ☐ during summer months
 - ☐ on weekends
- ☐ offers programs:
 - ☐ for students in K-12
 - ☐ for pre-school, K-12 students, adults, and senior citizens
- ☐ has a systematic referral program of drop-outs from day school
- ☐ has a basic and continuing education program for adults

Appendix E

Resources

BOOKS

- American Association of School Administrators. *Imperatives in Education*. Washington, D.C.: The Association, 1966. \$6.00.
- Axford, Roger W. *Adult Education: The Open Door*. Scranton, Pa.: International Textbook Co. 1969. \$6.50.
- Bergevin, Paul. *A Philosophy for Adult Education*. New York: Seabury Press, 1967. \$4.95; paper, \$2.25.
- Brameld, Theodore. *Education for the Emerging Age: Newer Ends and Stronger Means*. New York: Harper & Row, 1965. Paper, \$3.95.
- Campbell, Clyde M., Editor. *Inward Perfection in Learning*. Midland, Mich.: Pendell Publishing Co., 1969. \$4.95.
- Hall, J. Tillman. *School Recreation: Its Organization, Supervision, and Administration*. Dubuque, Iowa: William C. Brown Co., 1966. \$3.95.
- Knowles, Malcolm S. *The Adult Education Movement*. New York: Holt, Rinehart, and Winston, 1963. \$7.50.
- Kraus, Richard G. *Recreation and the Schools: Guides to Effective Practices in Leisure Education and Community Recreation Sponsorship*. New York: The Macmillan Co., 1964. \$6.95.
- Leisure and the Schools*. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1961. (Out of print.)
- Melby, Ernest O., et al. *The Role of the School in Community Education*. Midland, Mich.: Pendell Publishing Co., 1969. \$4.95.
- Olsen, Edward G. *The Community School Reader: Education in Perspective*. New York: The Macmillan Co., 1963. \$4.50.
- Planning and Financing School-Community Recreation*. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1967. Paper, \$2.50.
- Planning Areas and Facilities for Health, Physical Education, and Recreation*. Chicago: The Athletic Institute and AAHPER, 1965. \$6.00; paper, \$5.00.
- Shaw, Nathan C., Editor. *Administration of Continuing Education*. Washington, D.C.: National Association for Public Continuing and Adult Education, 1969. \$8.00; paper, \$6.00.
- Smith, Julian W.; Carlson, Reynold E.; Donaldson, George W.; Masters, Hugh B. *Outdoor Education*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963. \$7.95.
- Sumption, Merle R., and Engstrom, Yvonne. *School-*

Community Relations, a New Approach. New York: McGraw Hill Book Co., 1966. \$6.95.

Totten, W. Fred, and Manley, Frank J. *The Community School*. Gallien, Mich.: Allied Education Council, 1969.

Zeigler, Earle F. *Philosophical Foundations for Physical, Health, and Recreation Education*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963. \$8.95.

FILMS

REBIRTH OF WONDER—16MM—sound—color—29 M. Flint Board of Education, 923 E. Kearsley St., Flint, Michigan, 48502. Free loan.

Health care of the *total* child is depicted in this stirring film. The importance of inter-relationships among various departments is beautifully revealed as the scenes unfold.

THURSDAY'S CHILD—16MM—sound—color—18½ M. Flint Board of Education, 923 E. Kearsley St., Flint, Michigan, 48502. Free loan.

Understated and gentle, this film portrays the Community Counselor in the Flint Community Schools. The problems discussed are not only those of poverty, but also of health and employment. Schools shown are both those of the inner city and a transition neighborhood.

TO TOUCH A CHILD—16MM—sound—color—29M. Audio-Visual Unit, State Department of Education, St. Paul. Free loan.

By means of a dramatic and moving story, this film depicts the concern of a community for the total environment which touches and molds its children. Also illustrates how the community school concept can be implemented almost anywhere in the world.

