



Student Support System - Program Resources and Partners

The district's student support system identifies and utilizes programs, partners, and resources aligned to district vision, mission, and policies.

PRACTICE 8

PREPARATION

GETTING
AWARE

The district seeks information regarding local or regional opportunities for partnership as well as exemplars of community partner organizations.

GETTING
READY

The district reflects on its vision, mission, and outcome data to identify areas of need to seek external partnerships or support from relevant organizations or agencies (such as ISDs and professional organizations). The district reviews data to identify and prioritize areas of need around student and family support.

PROGRESS INDICATORS

GETTING
STARTED

The district has a set of partner programs and support resources that are available to students or families in their district. Partnerships are based upon existing arrangements and the will of each organization and the district.

GETTING
BETTER

The district monitors and maintains partnerships with identified programs. The district regularly seeks additional partnerships with available community agencies, social services, and private community organizations as opportunities arise. The district works within its networks of support agencies and local ISD to find additional partners when needed. The district periodically assesses needs and determines if the organizations' goals and objectives align with the district's mission and vision.

KEEP
IMPROVING

The district actively seeks partnerships through exploration and planning activities, including inventories of services and programming, surveying needs from stakeholders, and working with networks to identify potential programs or partners that may support students, educators, or other stakeholders in the district. The district engages with its own support organizations (ISD, professional organizations, etc.) to identify potential services in other districts, and seeks information for use in program selection.

RESEARCH REFERENCES FOR THIS PRACTICE:

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