



STANDARDS

To become a UCF-Certified Community Partnership School, schools must meet 12 standards which are listed below and explained in subsequent pages of this document.

- STANDARD 1 Partnership
- STANDARD 2 Collaborative Leadership, Governance, and Organizational Structure,
- STANDARD 3 Foundational Principles
- STANDARD 4 Staffing
- STANDARD 5 Integrated Community Partnership School Framework
- STANDARD 6 Expanded Learning Opportunities
- STANDARD 7 Comprehensive Wellness Supports
- STANDARD 8 Family and Community Engagement
- STANDARD 9 Volunteering
- STANDARD 10 University Assistance
- STANDARD 11 Evaluation
- STANDARD 12 Sustainability

FUNDAMENTAL PRACTICES

The framework elements of the Community Partnership Schools™ model are expressed in specific standard indicators categorized as “Fundamental Practices”. These practices must be in place at an “Implementing” (2) level for a Community Partnership School to be considered eligible for certification.

STANDARD 1 PARTNERSHIP. The Community Partnership School establishes and maintains a strong and committed partnership.	
1.1	We have developed and maintain core partnerships between a school district, a not-for-profit/community-based provider, a university/college, a healthcare provider (may include others).
1.2	We have a written agreement (MOU) outlining how we work together.
STANDARD 2 COLLABORATIVE LEADERSHIP, GOVERNANCE, AND STRUCTURE. The Community Partnership School operates effectively under a shared collaborative leadership,	
2.1	We have created a Community Partnership School cabinet with a shared governance model comprising of our core partners.
2.2	At least one community member, a Community Leadership Council participant/chair, provides the voice of the community on our cabinet.
2.3	A parent sits on our cabinet representing our parents’ voice.
2.4	A parent or student sits on the cabinet representing our students’ voice.
2.5	Our principal has veto-power.
2.6	Our Community Partnership School Community Leadership Council is active and meets consistently.



2.7	Our Community Partnership School Operations Team is active and meets consistently.
STANDARD 4 STAFFING. The Community Partnership School core staff works effectively by maintaining a high standard of service to the school.	
4.1	We have a core Community Partnership School staff including a director and members responsible for coordinating family and community engagement, expanded day learning opportunities, and comprehensive wellness supports.
4.2	Our Community Partnership School core staff (regardless of employing agency) are onboarded and oriented to the Community Partnership Schools™ model, foundational principles, and to the responsibilities and expectations of their role in the school.
4.3	Our Community Partnership Schools core staff (regardless of employing agency) align organizationally with the CPS director.
STANDARD 5 INTEGRATED COMMUNITY PARTNERSHIP SCHOOL FRAMEWORK. Our Community Partnership School staff, programs and services are fully integrated into the school.	
5.1	In addition to informal communication, the principal and CPS director meet formally at least one time every two weeks, on average.
5.2	Administrators and teachers are oriented to relevant CPS efforts at a minimum of once per school quarter.
STANDARD 6 EXPANDED LEARNING OPPORTUNITIES. The Community Partnership School delivers high quality expanded learning opportunity programs and services that align with the collective vision of the Community Partnership School and to the needs of the students, families, and the community.	
6.1	We have staffing that reports to the CPS Director dedicated to coordinating and managing expanded learning opportunities.
6.2	We have written agreements with each of our expanded learning providers.
6.3	Our CPS collects and analyzes expanded learning outcome data and utilizes for evaluation purposes.
STANDARD 7 COMPREHENSIVE WELLNESS SUPPORTS. The Community Partnership School offers quality comprehensive wellness support services to students.	
7.1	All students, regardless of ability to pay, have timely access to appropriate medical treatment by a mid-level practitioner without substantial loss to instructional time (note: the actual time frames for treatment and/or what constitutes a reasonable loss of instructional time are directly related to the seriousness of the medical issue).
7.2	All students, regardless of ability to pay, have timely access to appropriate dental treatment by a dentist without substantial loss to instructional time (note: the actual time frames for treatment and/or what constitutes a reasonable loss of instructional time are directly related to the seriousness of the dental issue).



7.3	All students, regardless of ability to pay, have timely access to appropriate behavioral health services by a clinically licensed practitioner without substantial loss to instructional time (note: the actual time frames for services and/or what constitutes a reasonable loss of instructional time are directly related to the nature of the presenting problem).
7.4	We have staffing that reports to the CPS director dedicated to coordinating and managing referrals for wellness support services.
7.5	Our CPS plan demonstrates that our wellness support services are embedded into the operations of the school to ensure students have school-based access to coordinated services.
7.6	We connect families to community wellness support resources not available within the school.
STANDARD 8 FAMILY AND COMMUNITY ENGAGEMENT. Active family and community engagement is strong at our school	
8.1	We have staffing that reports to the Community Partnership School director dedicated to coordinating family and community involvement.
8.2	We have a family/parent resource room on the school campus.
STANDARD 10 UNIVERSITY/COLLEGE ASSISTANCE. The university/college partner activates and connects institutional assets to support and sustain the Community Partnership School.	
10.1	Our university/college representative consistently serves on the cabinet.
10.2	Our university/college representative consistently serves on our operations team.
STANDARD 11 EVALUATION. A comprehensive evaluation system is in place offering a range of data that is used to guide continuous improvement.	
11.1	Measurable goals are established by our Community Partnership School cabinet.
11.2	Formative and summative systems of evaluation are utilized to assess Community Partnership School efforts and outcomes.
11.3	Our evaluation processes drive continuous improvements in the delivery and/or quality of programs and/or services offered through the Community Partnership School.
STANDARD 12 SUSTAINABILITY. A strong continuing sustainability plan/process is evident which ensures the long-term continuance of key Community Partnership School programs, services and positions.	
12.1	Our Community Partnership School cabinet maintains at minimum a one-year-in-advance funding plan to ensure consistent programs throughout the school year.