

Five Star Tip Sheet

Below are the answers to some frequently asked questions about the Five Star School Award. This information will explain the program's purpose, incentives, and requirements.

What is the Five Star School Award?

The Five Star Award designates and recognizes schools that have total community involvement. There are five separate areas that cumulatively signify that a school is deserving of this recognition. The areas that encompass this award are Community/Business Partnership, Family Involvement, Volunteers, Student Community Service, and School Advisory Council. The criteria set out in each area are reasonable, although some are tougher than others.

However, all requirements set high expectations for exemplary achievement. After completion of the application and portfolio, those schools which receive a school grade of "C" or higher, or a school improvement status of "maintaining or commendable", will be awarded the Five Star School status. The Five Star School Award is a prestigious distinction that is highly desirable in the community and in all school districts throughout the state of Florida.

What is the Incentive for the Five Star School Award?

Schools that achieve the Five Star School Award will receive a Certificate of Designation. The School District of Palm Beach County holds a Five Star Recognition Breakfast at the beginning of the school year to honor those schools. They are presented with a certificate and a Five Star flag to proudly display on their campus.

Who Will Oversee the Certification Process?

Other frequently asked questions are "who will audit?" and "who will check the portfolios?" The individuals who sign on the back of the form should exercise extreme caution in verifying the contents of the application and the portfolio. The "audit team" includes the person preparing the application, the School Advisory Chairperson, School Principal, District Volunteer Program Coordinator, and the Superintendent.

It is highly recommended that each school form a "Five Star Committee" to work on the award during the year. This committee should consist of at least five people who are responsible for each section of the award criteria (i.e. Business Partnership Coordinator, Volunteer Coordinator, PTA/PTO President and/or Parent Liaison, School Advisory Council Chairperson, and someone who works with student community service at your school).

How Can we Prepare to Work toward the Five Star School Award for the Next Year?

The District Volunteer Program Coordinator will be the consultant for the Five Star School Award. It is important to communicate with the Volunteer Coordinator during the process of award achievement and documentation. This ensures that your school is on the right track, and that there is no confusion about qualifying as the deadline for submitting documentation draws near. The earlier the District Volunteer Program Coordinator is brought into a school's Five Star process, the better.

What About the School Impact Data Section of the Five Star School Award?

This section is included to help schools assess what improvements occurred on their campus as a result of community involvement in the educational process. After achieving the Five Star School Award standards, did anything improve? Is there a relationship between the strength of the school and the strength of the community's involvement with the school?

The School Impact Data section is not to be interpreted as taking credit away from teachers for student achievement. The classroom teacher creates the learning environment that influences student outcomes. The components of the Five Star are only a part of that learning environment.

Some examples of information that could be used as impact data documentation can be found on our website. Please note that data needs to be present to verify actual improvement. Improvement does not need to be for the entire school, but can show improvement by a certain number of students. Make sure that no confidential information pertaining to students appears on any documentation. This includes information such as student identification numbers, names, or telephone numbers.

What About the Community Involvement Best Practice Section of the Five Star School Award?

This information should be concise and brief; no data needs to be included. Samples of this documentation can be found on the website. Please do not use the same idea for School Impact Data and Community Involvement Best Practice. Two separate ideas need to be shown.

Community Service and Service Learning – How to Tell the Difference

Community service is about volunteering time and talents to serve the community. Service learning is a teaching and learning method that connects meaningful community service with academics, personal growth, and civic responsibility. Students learn by doing, through a clear application of skills and knowledge, while helping to meet needs in the school or greater community. Service learning differs from community service in that it has a strong learning component.

The service learning plan consists of the following steps:

- Identification of a social problem in the community.
- Preparation of an action plan to address the problem and integration into the curriculum.
- Implementation of the plan (actual service by the students).
- Observation and analysis of the experience.

Five Star Checklist

- _____ Appoint/select a Volunteer Coordinator and a Business Partnership Coordinator and have them take the e-learning trainings (this pertains to new and returning volunteer and business partnership coordinators).
- _____ Form a Five Star Committee to oversee the award process. (This Committee should include the Business Partnership Coordinator, Volunteer Coordinator, PTA/PTO President and/or Parent Liaison, SAC Chairperson, and someone who works with student community service activities).
- _____ Provide orientation to school staff and School Advisory Council on Five Star Award criteria. These orientations should be noted on Agendas showing training. The Agendas should then be placed in the proper sections of the portfolio.
- _____ Make sure that training sessions are conducted for the front office staff on family-friendly communications. The staff and SAC members should receive training on collaborative partnering and shared decision-making techniques. Use Proof of Implementations which are provided on the website.
- _____ Make sure that you are meeting the criteria for the Golden School Award. (You **must** receive the Golden School Award in order to apply for the Five Star Award. Remember that this requires a coordinator and staff training for the VIPS program).
- _____ Be sure to get your Business Partnership Agreement forms completed and signed.
- _____ Keep copies of school newsletters, sample letters sent to parents, fliers with program information, meeting agendas, etc. Highlight the activities for the criteria that it meets.
- _____ Keep track of all family involvement activities offered, how they were promoted, and attendance at each event by families.
- _____ Keep track of SAC member attendance. The criteria is tough and requires an average of 80% attendance by the SAC voting membership. SAC members should be informed of this criteria and commitment.
- _____ Make sure that the portfolio is set up with five sections, documentation in each section is in the proper sequence, and all necessary signatures are on the application form. **Submit to Stacey Oak at the Office of Communications & Engagement by the deadline.**

Five Star Documentation Process

The following suggestions are provided in an effort to give schools a better understanding of the documentation required for the Five Star School application:

- Establish a portfolio with five sections, one for each category on the application:
 - Community/Business Partnerships
 - Family Involvement
 - Volunteers
 - Student Community Service
 - School Advisory Council
- Complete all criteria standards in each category.
- Place documentation in sequence according to section and criteria.
 - Business Partnerships – BP-A/1 through BP-H/8
 - Family Involvement – FI-A/1 through FI-I/9
 - Volunteers – V-A/1 through V-D/4
 - Student Community Service – SC-A/1 and SC-B/2
 - School Advisory Council – SAC-A/1 through SAC-F/6
- Provide examples related to each criteria listed.
- Be sure that **all** required signatures are on the application form when submitted to Stacey Oak at the Office of Communications & Engagement by the deadline. The Principal should review the portfolio before signing to make sure that all sections are clear and complete.
- Keep in mind that someone who is not familiar with your school will review the portfolio. As such, be sure that the material is clear and self-explanatory. Do not include any confidential student information in the portfolio.
- Highlight the applicable section on a document such as a newsletter, agenda or minutes. The highlighted document must be placed in each appropriate section.

Planning Makes it Easier

Many eligible schools have not applied for the Five Star Award because they feel that preparation of the portfolio would be too difficult and time consuming. In reality, most schools are already in the habit of planning for school improvement through their School Improvement Plan.

They are also in the habit of monitoring their progress toward those goals throughout the year. If schools approach the portfolio preparation in the same manner and as part of their SIP documentation, it becomes a very manageable task. It is easier if a school does a little bit of work on the portfolio monthly.

Two of the most important criteria you must plan to accomplish and document are Golden School volunteer hours and School Advisory Council meetings. Attendance minimums must be met and documented. These two criteria are inflexible and care must be taken to document them throughout the year. If these criteria are not met, you will not achieve the Five Star School Award.

- Decide in the fall that you will apply.
- Establish an official SAC to meet the requirements for the award.
- Gather a Five Star Committee and designate a coordinator in the fall.
- Review the criteria and make a list of planned activities that will meet each of them. List the documentation you will need for each activity. Make the documentation part of the activity plan.
- Plan now to schedule any additional activities necessary to meet all criteria.
- Divide responsibility for collecting documentation among several people on the committee. Give each of them a list with the criteria, the planned activities and documentation, and a folder. As they collect documentation, it should be labeled and checked off the list. It is helpful to put the completed information in your actual portfolio. Engage the assistance of others who will be directly involved with each of the activities.
- Meet periodically to check the progress and to add new activities to your lists.
- Gather the documentation in March, and put it in numerical order. Go through the criteria to see if you have sufficient documentation listed under each category. There will still be time to plan activities or locate documentation.
- Finish putting the portfolio together in early April and submit it with the application form containing all needed signatures, by the deadline.
- Only include documentation that gives clear evidence of the specific criteria being addressed.

FIVE STAR SCHOOL AWARD INTERPRETATION TIP SHEET

COMMUNITY/BUSINESS PARTNERSHIPS

BP-A/1 – Each community/business/agency signs an annual, jointly developed plan of partnership activities.

A partner jointly plans objectives and makes an annual, ongoing commitment to your school, a classroom, team, or department. Partnerships may include money, labor, or materials/services. A partner can be from a business, professional group, civic group, or other community organization.

Required Documentation: Fully completed and signed Agreement with all of your school's business partners.

BP-B/2 – Community/business/agency maintains an ongoing, active relationship with your school.

Partnership relationships will have differing levels and frequencies of involvement. Document what you did for each other. Save all correspondence for possible documentation. Make sure you have two partners who are involved several times during the year. Place the Agreement first and then include documentation.

Suggested Documentation: Correspondence, highlighted meeting minutes, photos, news articles, attendance rosters, etc. Be sure that documentation shows examples of activities of involvement held at least two times during the year.

BP-C/3 – Community/business/agency is involved in development and implementation of the School Improvement Plan.

A business or agency representative must be actively involved in the development and/or implementation of your school improvement plan by being a member of the SAC.

Required Documentation: Please provide a copy of the SAC attendance form and copy of the signed business partnership agreement form. Highlight the business partner who is the SAC member and highlight their attendance on the SAC attendance form.

BP-D/4 – Community/business/agency partnership supports teaching and learning through the donation of human resources and goods, services, or financial resources.

Please select two businesses who donate to your school. Provide a partnership agreement with something such as a photo, correspondence, thank you note, and/or news article for each of the businesses. Please have this be a different business partner than those found in BP-B/2 or BP-C/3.

BP-E/5 – School designates a Community/Business Partnership Coordinator.

One person should be the official contact for the school. Individual teachers may recruit partners and work with them. However, one person needs to know who all the partners are, coordinate signing of agreements, make sure orientation takes place, and ensure that partners are recognized.

Required Documentation: Letter or memo from the Principal appointing the school's Community/Business Partnership Coordinator. Be certain that the named person took the Business Partnership training on eLearning.

BP-F/6 – School provides opportunities for community/business partners to receive orientation and training.

Orientation/training for partners could be in a group setting or on an individual basis. If it is done individually, provide names of businesses attending and samples of handouts provided at the meeting. Correspondence and a packet of information provided during the meeting is sufficient. It is suggested that all partners be invited to an orientation event at the school.

Suggested Documentation: Invitation to orientation event, agenda or program of event, copies of handouts, correspondence (letters of thanks, invitation).

BP-G/7 – Community/Business Partnership Coordinator and school staff receive training during the year on effective use of services by business partners.

The District Business Partnership Coordinator provides training on eLearning each year for school site Business Partnership Coordinators, who should then provide this information to the school staff.

Required Documentation: Certificate from eLearning and confirmation that the person is the coordinator or co-coordinator, and school faculty meeting agenda showing when training was given to staff. Highlight “training” on the agenda, but if not on agenda, write on agenda, “training on use of Business Partners was held at this meeting”. Also write, “A minimum of 80% of staff attended”.

BP-H/8 – School provides recognition of business partners

As part of the agreement, the school should provide public recognition for the business partner.

Suggested Documentation: Thank you letters, school newsletters, certificates, photo of school marquee, special recognition events, invitations, highlighted news articles, fliers listing sponsors of events, etc. Please provide only two examples of how you recognize your partners.

FAMILY INVOLVEMENT

FI-A/1 – Active parent organization (PTA, PTO, Boosters, etc.)

The parent organization needs to be active throughout the year. Documentation needs to show ongoing activities. A schedule of planned activities or events for the year would be helpful. Include meeting notices, articles from a newsletter, or club minutes. If you do not have a PTA or PTO, you may use parent clubs.

Be sure to select only one parent group from your school and show a sampling of the activities held by that group during the year. This group does not need to meet monthly. It can be a group that gathers a few times throughout the year such as sports boosters, Project Graduation parents, parents for art areas, safety patrol parent group, etc.

Suggested Documentation: List of meeting dates, meeting agendas, event fliers, highlighted articles on events, etc.

FI-B/2 – Education opportunities offered to families

Education opportunities offered to families such as literacy training, career planning, parenting, etc. should be your focal point. This must be achieved through events held at your school, not just information sent home. These can be ongoing classes or single events and can be held for students and parents or for parents only. The educational opportunities could be programs at the PTA meetings or single events.

These sessions should focus on helping parents to improve themselves in areas such as parenting skills, helping their children to succeed at school, adult literacy, learning English, securing employment, or financial planning. They could include computer classes, CPR, good nutrition, family banking, or other practical information.

Suggested Documentation: Information showing dates of events for education opportunities offered to families. This might include newsletters or fliers notifying families and/or promoting the event. Education opportunities for families may be offered and marketed both on the school site, and in other community locations.

FI-C/3 – Focus/discussion/support groups offered to families

These multi-session groups are designed to help parents cope with problems or other issues that are aligned toward a specific group of individuals. Some opportunities should be offered at the school site, but additional information about groups that meet off-site should also be offered.

The on-site groups can be conducted by school personnel or by an outside agency. These groups are designed to meet the needs of parents. These sessions are not just for students. These should be informal gatherings focusing on a single topic of interest.

Suggested Activities: Groups for parents of ESE or ESOL students coping with divorce, death or serious illness, violence prevention, drug abuse, gang awareness, or counseling services, etc. Other groups may include safety patrol parents or Project Graduation parents. A single day parent workshop may be used, provided it consists of multi-sessions of various topics meeting the needs of parents.

Suggested Documentation: Agendas or fliers indicating date of events, highlighted newsletter articles, etc. Be sure to show at least two meetings of the parent group.

FI-D/4 – Joint parent and student training

Joint parent/student training and focus groups could include various types of programs. These are activities that parents and students attend together.

Suggested Activities: Math family fun, science fair projects, test-taking strategies, family reading night, drug awareness and/or prevention, alternatives to suspensions, career/college nights, peer mediation, conflict resolution, etc.

Suggested Documentation: Highlighted agendas, programs, fliers, newsletters, photos, sign-in sheets, etc.

FI-E/5 Family outreach activities offered through collaborative or facilitated activities (neighborhood, meetings, tutorial services, off-site programs, etc.)

Collaborative efforts with the community to support families and maximize resources are a part of family outreach activities. These are things you offer to students and families in your satellite area, or who live a distance from the school. You could offer to send a bus to pick up parents for a conference night, SAC meeting, or other activity, or publicize and hold an event or activity at a site in their neighborhood.

Activities presented by outside agencies are acceptable if someone from your school is involved in the presentation and collaborates with the agency. Show how someone from your school was involved in conjunction with the activity, such as being involved in the presentation or transportation of families.

Suggested activities: Community meetings for out-of-area families, a program of home visits by faculty members, SAC meeting in neighborhood, PTA/PTO meeting at a community center, family event in the neighborhood – picnic or dinner, community-sponsored programs for families where staff collaborates with outside agencies, etc.

FI-F/6 – A minimum of 60% of families are involved in a positive way in the school more than once during the year.

This requires documentation that shows the number of parents attending. This could include attendance at several large events or participation in a variety of smaller ones.

Suggested Activities: Parent teacher conferences, volunteer program, PTA and SAC events, back to school nights, new student orientations, sporting events, school programs, fundraising, concerts, etc.

Required Documentation: Include the Family Involvement Chart, provided on the Volunteer website under Volunteer Coordinators/Five Star Award, and list the family events offered throughout the year and the approximate number of families in attendance at each of the school functions. Calculations must show a minimum of 60% involvement. This form must be completed. Include backup material of the activities offered such as fliers, newsletter articles, agendas, programs, photos, etc.

FI-G/7 – Evidence of a variety of communication techniques with families, by teachers and school staff.

Ongoing communication with families should be varied. Include information from classroom teachers as well as school administrators.

Suggested Documentation and Activities: Newsletters, letters, phone calls, messages on school marquee, websites, notes, fliers, etc.

FI-H/8 – Ensure that welcome signage is near the entrance and any other interaction with parents creates a climate in which parents feel valued and welcome.

This criteria requires an inviting family-friendly atmosphere at your school. Signs posted at the school entrance should be welcoming (possibly in all languages spoken by families of students). The school office should be open and friendly.

The front office staff should be trained in greeting parents in a warm, courteous manner (including phone communications), and in providing appropriate, accurate information to parents. School staff should use parent-friendly language that is free of educational acronyms and provide translations as appropriate.

Required Documentation: Photos of the welcome signage and proof of use of family-friendly techniques or training.

Suggested Documentation: Examples and/or copies of family-friendly communications that your school provides to parents/visitors. This might include completed family-friendly school climate surveys, phone line availability for parents to receive teacher contact information, assignments, activities, and agendas of any staff, in-service training provided on family-friendly techniques, etc. An easy way to meet this criterion is to train your front office staff and submit the Proof of Implementation provided on the Volunteer website under Volunteer Coordinators/Five Star Award.

FI-1/9 – Provide parents with current information regarding school policies, practices, as well as school and student performances.

Schools must provide parents with communications that are clear and frequent. The methods of communication should be in all languages appropriate for the school's parent population.

Suggested Documentation: Letters to parents regarding policies, newsletters, website, sample of blank report card, surveys, or examples of various other forms you are using to communicate current school information to parents. Please do not copy the District's handbook.

VOLUNTEERS

V-A/1 – Staff training program for VIPS in which a minimum of 80% of the school staff have participated during the school year.

The staff training should focus on the effective use of volunteers at your school. This training is usually done in a general faculty meeting. Experience has shown that the front office staff and individual classroom teachers are the key to retaining volunteers.

Required Documentation: Copy of the Faculty Meeting Agenda to document when staff training was conducted on the effective use of volunteers. In lieu of sign-in sheets, you can write on the Faculty Meeting Agenda, "80% of staff attended this meeting" to show that the requirement was met.

V-B/2 – School volunteer coordinator has been designated to provide leadership for the school volunteer program through recruitment, placement, training, and supervision of participants.

School must have a designated and trained person to coordinate volunteer activities.

Required Documentation: Letter or memo from principal on letterhead appointing the Volunteer Coordinator. Be certain that the person who completed the Volunteer Coordinator training on eLearning is listed as coordinator or co-coordinator in the letter or memo from the principal. Also, provide a copy of your Certificate of Completion from the Volunteer Coordinator training.

V-C/3 – Total number of hours of volunteer service equals twice the number of students enrolled in the school. (Any volunteer activity that contributes to student improvement may be counted).

Must meet criteria of Golden School Award. Provide copy of Golden School Award application form with required attachments. The VIPS Count Tracking System will provide documentation of all volunteer hours during the school year. The Volunteer Coordinator can provide a report for the total number of hours contributed.

Required Documentation: Copy of total hours report from VIPS Count Tracking System. Reports Section: Statistics (first page only) and School Community Involvement Report.

V-D/4 – School provides recognition of volunteers.

Suggested Documentation: Thank you letters, certificates, school newsletters, picture of message on school marquee, special recognition events. Show evidence of what was done (copies and/or photos, dates, etc.).

STUDENT COMMUNITY SERVICE

SC-A/1 – School provides opportunities to students for service learning that focus on an identified community need.

Service learning requires that students learn about a community need and then develop and implement a project to address the need. Not every student in the school needs to participate in the service learning project. The service learning plan consists of identification of a social problem in the community, preparation of an action plan to address the problem and its integration into the curriculum, implementation of the plan (actual service by the students), as well as observation and analysis of the experience.

Required Documentation: Please complete the Service Learning Documentation Sheet provided on the Volunteer website under Volunteer Coordinators/Five Star Award. Photos, lesson plans, highlighted newspaper/newsletter articles, project sign-in sheets, agendas, fliers, student reports, etc.

SC-B/2 – A minimum of 50% of students are involved in community activities (i.e. red ribbon, food drives, recycling, etc.).

Documentation showing at least 50% of the school's students participated in service-oriented projects during the year. The service needs to have been provided to people outside the school. There is no "service learning requirement" for this criteria; a learning and/or research component is not required.

Required Documentation: Student Community Service Chart, provided on the Volunteer website under Volunteer Coordinators/Five Star Award, listing the community service activities that students were involved in during the school year. This will show the approximate number of students that participated in each activity and should reflect a total of at least 50% student participation for the year's activities, not per event. Include copies of highlighted news articles, project samples, fliers, photos, correspondence, thank you letters, etc.

SCHOOL ADVISORY COUNCIL

SAC-A/1 – Minimum of eight (8) meetings per year. Average 80% attendance of members. This is one of the most difficult criteria for schools to meet.

The key to success is careful selection of the "official" SAC members and communicating the importance of attendance to them. Problems can be avoided by making potential members aware of the importance of attending the eight meetings during the year. If they believe that this will be a problem due to work or personal obligations, they could be "non-official" members. The attendance requirements apply to the **official** list sent in to your district office.

If a person is absent from a meeting, they should be contacted immediately. If a problem seems to be developing in his/her attendance, he/she may need to be called and reminded of meetings. Sometimes a person moves, experiences health problems, a job change, or other things that make it impossible for him/her to attend the meetings. If the problem is identified early, the person can resign and a replacement can be appointed. Obviously, a very large SAC may have more trouble meeting the attendance requirements than a smaller group.

You might consider having each SAC member sign a statement at the beginning of the year indicating that they understand the importance of attending every meeting and that they may be removed and become a "non-official" member if they miss two consecutive meetings or if attendance becomes a problem for them. Please reinforce that it takes every SAC member's involvement to meet the overall 80% attendance and that

there can be no attendance by proxy or any excused absences. Each member must physically attend the meeting in order to be counted.

Required Documentation: Must include an official SAC membership roster that matches the roster submitted via the e-form PBSB 1710 to the office of school improvement; the completed SAC attendance chart provided on the Volunteer website under Volunteer Coordinators/ Five Star Award (only for the voting members); agendas, minutes and sign-in sheets for each SAC meeting. Therefore, once SAC elections and appointments are completed, and the e-form PBSB 1710 has been submitted by each voting member, the Principal and SAC Chair should print and retain an official membership roster throughout the year.

SAC-B/2 – Annual presentation of School Improvement Plan to school community after public notice to all stakeholders.

Since our District’s timeline is for the SIP to be presented in the fall, provide proof that planning was conducted of how and when the upcoming school year’s SIP will be presented in the fall, not when this year’s SIP was presented.

Suggested Documentation: Provide highlighted SAC minutes to indicate the discussion and planning of the SIP presentation date and explain how the SIP will be presented to the community. State or show how notice will be given or sent, i.e., school newsletter, school marquee, etc. Complete the Proof of Implementation provided on the Volunteer website under Volunteer Coordinators/Five Star Award.

SAC-C/3 – Evidence of ongoing training and/or development of the School Advisory Council.

Most districts offer training for SAC members. Representatives of your group should attend these sessions and then share the information with the other members at a meeting. This would be documented by SAC agendas highlighting training topics. Provide other informal trainings/updates offered by Principal, staff and community members to SAC members.

Suggested Documentation: Go through monthly SAC meeting agendas or minutes and choose six that show training. Highlight the training and information provided to SAC members, i.e., budget or discussion of safety, test data, by-laws, etc.

SAC-D/4 – School Improvement Plan reflects one new idea that involves the community in its implementation.

The idea must be new for the upcoming year, not something implemented in the current year or an ongoing idea repeated each year. The idea must be something not already implemented by your school and needs to involve the community. Schools with multi-year plans must use a different idea each year.

This can be via business partners, community volunteers, and collaborative efforts with other groups/agencies, partnerships with colleges or other schools. Make certain that the new idea involves group(s) from the community not just teachers and students. This is usually a strategy in the SIP. Make sure it is the plan for next year.

Required Documentation: Provide a draft copy of the new School Improvement Plan with the idea highlighted or provide information as to what the new idea will be. If there is no draft copy at the time the Five Star Portfolio is submitted for review (possibly because final SAC meeting has not occurred), complete the Proof of Implementation provided on the Volunteer website under Volunteer Coordinators/Five Star Award. The draft copy can be placed into the portfolio when it is completed.

SAC-E/5 – School Advisory Council participated in the development and/or interpretation of the needs assessment data.

“Participated in” are the key words for this criteria. If the SAC members reviewed the compiled data from the assessment and participated in drawing conclusions that led to the identification of needs to be developed for the next year's plan, they met the criteria. Needs assessment data can be interpreted as information that is used to formulate and evaluate your School Improvement Plan such as test data, etc.

Suggested Documentation: Provide information as to how the SAC helped develop or interpret data by including copies of surveys they developed or discussion of survey results from SAC minutes or agendas, discussion of test data such as SPAR or Gold reports, FSA, or other needs assessments. Complete the Proof of Implementation provided on the Volunteer website under Volunteer Coordinators/Five Star Award.

SAC-F/6 – Provide training for staff and SAC members on collaborative partnering and shared decision-making.

Provide meeting agendas and/or minutes showing when training was held for staff and SAC members where they were taught how to collaborate and share the decision-making process. This criteria should show the training aspect, not examples of the practice of collaboration.

Suggested Documentation: Complete the Proof of Implementation provided on the Volunteer website under Volunteer Coordinators/Five Star Award and attach highlighted SAC and faculty meeting agendas and/or minutes of the training provided to staff and SAC members for collaborative partnering and shared decision-making. If they were trained at separate meetings, please provide agendas and/or minutes from both meetings.

APPLICATION FORM

School Impact Data

Be sure that data is shown that involvement by the community has improved students’ academic work, attendance, or behavior. Data recorded should show actual improvement. This does not need to be for the entire school, but can reflect improvement by a certain number or sampling of students.

Be certain that all confidential information pertaining to students, such as student identification numbers, names, or telephone numbers does not appear. Please see examples provided on the Volunteer website under Volunteer Coordinators/Five Star Award.

Community Involvement Best Practice

The summary should be concise and brief. No data or proof of improvement needs to be shown. This is merely an example of something that is done by your school, involving the community, to increase student achievement. This practice may be done solely within your school community. Please see examples provided on the Volunteer website under Volunteer Coordinator/Five Star Award.

****Please do not use the same idea for School Impact Data and Community Involvement Best Practice.***