DISTRICT FACILITATORS’ TASKS
AT THE START OF THE SCHOOL YEAR

At each school:

• Schedule a meeting with each principal and the chair or co-chairs of the Action Team for Partnerships (ATP) to discuss the school’s One-Year Action Plan for Partnerships, goals for family and community involvement, and how the facilitator can best assist the school.

• If invited to do so, present information on the district’s program of school, family, and community partnerships at back-to-school nights or other school meetings of the faculty, parent organization, school council, or other groups. Or, attend these meetings to support the chair or co-chairs of the ATP.

With the chair or co-chairs of each ATP:

• Set a date for the first meeting of the full team.

• Check that the ATP replaced team members who left the school.

• Collect lists of contact information for members of the ATP and team and committee leaders (pp. 107–108 and Handbook CD) and give copies to all ATP members.

• Review and discuss activities in the One-Year Action Plan for Partnerships, and check which activities are scheduled in the next month or two.

• Discuss the responsibilities of team members and others to ensure that the planned activities will be well implemented and on schedule. Provide direct assistance as needed.

• Commend the ATP members for their service to the school.

In the district office:

• Meet with the director of school, family, and community partnerships or your immediate supervisor to discuss the year’s partnership plans.

• If possible, attend and participate in the superintendent’s meetings of principals, community and parent groups, or other groups.

• Contribute to the district website and other communications with spotlights on high-quality, goal-linked district and school practices of family and community engagement.

• Provide your supervisor with short, monthly reports of all activities conducted with school-based teams and district colleagues on school, family, and community partnerships.

• Conduct other district leadership activities on school, family, and community partnerships (see What Do Facilitators Do? p. 265 and Handbook CD).