



National Standards *for* FAMILY-SCHOOL PARTNERSHIPS

LEADER ACTIONS RUBRIC

Building and Sustaining a Culture of Strong Family-School Partnerships





The Leader Actions Rubric and accompanying reflection questions are designed to provide school leaders with an assessment of their leadership actions toward cultivating a school culture that prioritizes strong family-school partnerships. The rubric is both a reflection tool and a roadmap for school leaders that identifies specific actions leaders can take to create a school culture of partnership with families.

Each of the revised standards for family-school partnerships is accompanied by two goals. Each goal has a series of indicators. Leader actions are aligned with the indicators and categorized as emerging, progressing and excelling. Actions build upon each other so that the actions in the progressing column are inclusive of actions from the emerging column; actions in the excelling column are inclusive of actions from the emerging and progressing columns.

Before examining the leader rubric, leaders should reflect on the prompts in the Vision Setting Reflection for School Leaders. These prompts will help leaders define a vision for family school partnerships that can be communicated to staff, students and families. After completing the Vision Setting Reflection for School Leaders, leaders should engage with the rubric for each standard to assess where their leader actions fall on the continuum of emerging to excelling. Leaders can then use the rubric and goal-specific reflection questions to plan for the actions they'll take to move closer to excelling for each indicator.



VISION SETTING REFLECTION FOR SCHOOL LEADERS



Why are we prioritizing family-school partnerships?

- What led you to prioritize family-school partnerships?
- How do strong family-school partnerships connect to your school's values?
- When making decisions about what to prioritize, what are the fundamentals you base the decisions on?
- What are your 'soap box' issues as it relates to family-school partnerships? Why?

What's exciting about this priority?

- What do you care most deeply about when it comes to families?
- What opportunities are created by focusing on family-school partnerships?
- What would make a lasting difference in your school community (as it relates to family-school partnerships) and not just a temporary one?

What does success look like?

- When you envision strong family-school partnerships, what do you believe is possible?
- If you could wave a magic wand and change anything about family-school partnerships at your school, what would that be? What led you to choose that?
- What is your hope for students, families and/or teachers because you are prioritizing family-school partnerships?
- What commitments need to be made to keep family-school partnerships front and center?
- If prioritizing family school-partnerships was easy, you'd have done it already. What makes it difficult?
- Considering your response to the previous questions, what's one action you need to take as a leader for this priority to gain and sustain traction with staff?
- What do you need your staff to do for this priority to gain and sustain traction?

Goals for family-school partnerships

- What's most important for your school community to achieve this year as it relates to relationships and partnerships with families?
- What will be different when you achieve this?
- In a month, three months or a year—whatever time frame you want to work in—what changes do you want your school community to have made as it relates to relationship building with families?
- Now take that and state it in one short sentence: What do you want to accomplish and by when?



Welcome all families into the school community—The school treats families as valued partners in their child’s education and facilitates a sense of belonging in the school community.



GOAL 1 Building a Community of Belonging: When families engage with the school, do they feel respected, understood and connected to the school community?

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
<p>Learn about families and foster respectful attitudes</p>	<p>Encourage all staff to build upon families’ strengths and to see families as integral partners in their child’s education</p> <p>Lead staff to identify the characteristics that define a trusting relationship, and invite them to reflect on whether they have cultivated these characteristics with their students’ families</p> <p>Communicate to staff the importance of intentionally building trusting relationships with families</p>	<p>Model asset-based thinking about students and families through asset-based language, attitude and leader actions that center the intrinsic value of all families as partners in their child’s education</p> <p>Try the 5 “why” protocol to uncover your personal “why” for family-school partnerships and use this protocol with your staff</p> <p>Communicate your expectations to teaching staff for having relationship building conversations with families to draw on families’ funds of knowledge about their child</p>	<p>Interrupt deficit and biased language and action about students and families amongst school leadership and staff</p> <p>Share your school’s “why” for building strong family-school partnerships with families</p> <p>Train and support all teaching staff to have relationship building conversations with families to draw on families’ funds of knowledge about their child</p>
<p>Provide time, training and resources for relationship-building</p>	<p>Identify specific practices, such as parent-teacher home visits, that teachers can implement to build relationships with families</p> <p>Provide materials, videos, and other tools to help educators get to know families</p>	<p>Share and discuss with staff the family engagement research base to understand the impact that family-school partnerships have on students’ academic and socio-emotional well-being</p> <p>Allocate time during professional development days to build educator capabilities and confidence to implement strategies for building personal relationships with families</p> <p>Include reflection and planning for family-school partnerships as a standing agenda item in regularly scheduled meetings (e.g., grade level team meetings, staff meetings, etc.)</p>	<p>Engage staff frequently with emerging family engagement research and best practices to remain current on strategies for building and sustaining strong family-school partnerships with families</p> <p>Identify the family engagement “champions” amongst your staff and PTA and invite them to share stories of how personal relationships impacted student success</p> <p>Prepare instructional coaches, family engagement liaisons, and/or other staff to support teachers to plan for and practice implementing relationship building strategies in their routine coaching and/or observation/ feedback cycles with teachers</p> <p>Allocate time in teachers’ schedules to implement relationship-building practices with families. (e.g., time to conduct home visits or relationship building calls/ conversations with families.)</p> <p>Allocate funding to implement relationship-building practices with families. (e.g., time to conduct home visits or relationship building calls/ conversations with families.)</p>

GOAL 1 Building a Community of Belonging (continued)

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
<p>Facilitate opportunities for restoration and connection, especially with families and students historically marginalized</p>	<p>Encourage staff to take photos with their students' families and create a bulletin board or other visual representation of teachers, students and families together</p> <p>Host school-wide events for families to attend, such as community building events, students showcases and sporting events</p>	<p>Discuss students' academic and social strengths with families in routine communications and conferences</p> <p>Ensure some teachers reach out to some families to share positive news about their child</p> <p>Conduct family surveys that include inquiring about families' experiences with the school, and assess whether they feel respected, understood, and connected to the school community</p> <p>During school-wide events, include parts of the agenda/program for getting-to-know-you activities and conversations</p>	<p>Ensure all teachers regularly reach out to all families to share positive news about their child</p> <p>Articulate and monitor progress toward school-wide goals* for developing personal relationships with families in your School Improvement and/or Comprehensive School Plans</p> <p>Collaborate with your PTA to conduct focus groups, listening sessions and/or dialogue circles on families' experiences with the school—and whether they feel respected, understood and connected to the school community</p>
<p>Use culturally and linguistically responsive engagement practices</p>	<p>Examine the research-based on the concepts of cultural relevance, cultural competence and cultural humility</p> <p>Learn about the language preferences/needs of families in your school community</p>	<p>Share and discuss with staff the research-based on the concepts of cultural relevance, cultural competence and cultural humility</p> <p>Provide staff with resources for translating written and spoken communication to align with language preferences/needs of their students and their families</p>	<p>Allocate time and resources to audit family engagement practices around cultural responsiveness</p> <p>Ensure that all written and spoken school communication, including routine forms (e.g., student enrollment, applications for free and reduced meals, IEP documents), zoom meetings and in-person conversations are translated for all languages spoken in your school community</p>
<p>Invite families to contribute to the school community</p>	<p>Create opportunities for families to volunteer to support school-identified needs</p>	<p>Seek input from your PTA in informing school-wide policies, practices, allocation of funding, hiring, etc.</p> <p>Create opportunities for families to volunteer based on their time, skills and passions</p> <p>Invite your PTA to engage families in initiating, leading, planning and implementing school events</p>	<p>Create opportunities for families to play a decision-making role in school governance, such as informing school-wide policies, practices, allocation of funding, hiring, etc.</p>



GOAL 2 Creating an Inclusive Environment: Do the school's efforts encourage engagement with and among the diversity of families in the community?

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
<p>Encourage school staff to see engaging all families as part of their responsibilities</p>	<p>Communicate the importance and “why” of engaging all families to school staff, including office staff, security, custodians, etc. (e.g., smiling, greeting families and politeness on the phone)</p> <p>Lead conversations with front office staff, security, custodians, etc. about how they contribute to creating an inclusive environment (e.g., smiling, greeting families, acknowledging families when passing them in the halls, putting down cell phones when engaging with families, providing directions to families to the main office, to classrooms or elsewhere)</p>	<p>Communicate expectations for engaging all families to school staff, including office staff, security, custodians, etc.</p> <p>Encourage front office staff, security, custodians etc. to attend trainings provided to teachers around family-school partnerships</p>	<p>Observe front office staff, security, custodians and others as they interact with families, and celebrate successes and specific actions you observe that makes families feel welcome. Provide adjusting feedback when necessary</p> <p>Provide coverage to front office staff, security, custodians, etc. so they are available to attend trainings provided to teachers around family-school partnerships</p>
<p>Create an accessible, family-friendly campus and/or virtual school</p>	<p>The corridors are well-lit and clean</p> <p>Signs clearly mark the main or preferred entrances</p> <p>The outside grounds are clean</p> <p>At least one entrance to the building is accessible to individuals who use wheelchairs and to other differently-abled people</p>	<p>Interior hallways are decorated with colorful student art or other visually pleasing displays</p> <p>The instructions for entering the building are clear. When a family member or other person rings the intercom to enter the building, the intercom is promptly answered and the voice is warm, polite and clear</p> <p>The school marquis has a message that is current, positive and welcoming</p> <p>All entrances to the building are accessible to individuals who use wheelchairs</p>	<p>Bulletin boards display current student work and contributions by families (e.g., photos of families, spotlighting families, celebrating families)</p> <p>Interior signage is clear so that families can navigate the building easily (e.g., signs that point to frequently visited locations, like the gym, cafeteria, etc.)</p> <p>In the front office, notices or postings for families are written in positive and friendly language. The posted signs are framed in positive language (e.g., avoid signage that frames things negatively or feels threatening such as “Nobody is allowed to enter through this door” or “Families are not permitted into the building 15 min. before dismissal”)</p> <p>The building is accessible to individuals who use wheelchairs and to other differently-abled people (e.g., accommodations are made for a person who is deaf or hard of hearing if ringing an intercom is required to enter a building, etc.)</p>

GOAL 2 Creating an Inclusive Environment (continued)

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
<p>Track family engagement data and regularly examine to identify gaps in access</p>	<p>Gather summary event and conference attendance information</p> <p>Identify groups and subgroups of families and students historically marginalized from the school community (e.g., racial, ethnic, linguistic, socio-economic, geographic, etc.)</p>	<p>Identify the specific family-engagement practices and other relevant data that teachers and/or the school will collect to monitor progress toward goals and identify gaps in access</p> <p>Include family engagement data analysis as a standing agenda item in regularly scheduled meetings (e.g., grade level team meetings, staff meetings, etc.)</p> <p>Prepare instructional coaches to analyze classroom-level family engagement data and monitor progress toward goals for family-school partnerships conversations in their routine coaching and/or observation/ feedback cycles with teachers</p>	<p>Develop, monitor, and adjust systems to track the implementation of family engagement practices and other relevant data and train teachers on use of the systems</p> <p>Monitor implementation of family engagement practices and other relevant data within groups and subgroups to and adjust practices where gaps persist</p> <p>Allocate time during leadership team meetings analyze school-wide family engagement data and monitor progress toward goals for family-school partnerships</p>
<p>Learn about and remove barriers for families to participate fully</p>	<p>Informally ask families about barriers to full participation in the school community</p> <p>Identify common historical barriers to families' full participation as partners in their child's education. Consider schedules, language access, access to transportation and child-care, past experiences with school, family capabilities and skills, family confidence etc.</p> <p>Learn about families' scheduling needs/preferences for engaging as a partner in their child's education (e.g., phone calls, meetings, conferences, showcases, etc.)</p> <p>Ensure that some opportunities for families to participate as a partner in their child's education are differentiated for families who are not available during typical school hours</p>	<p>Conduct family surveys that include inquiring about barriers to full participation in the school community</p> <p>Analyze family engagement data to identify families for whom barriers may be impacting full participation. Reach out to the identified families to learn more about their needs/preferences for full participation as partners in their child's education</p> <p>Provide families with multiple scheduling options for engaging as a partner in their child's education (e.g., phone calls, meetings, conferences, showcases, etc.)</p> <p>Ensure that most opportunities for families to participate as a partner in their child's education are differentiated for families who are not available during typical school hours</p>	<p>Conduct focus groups, listening sessions and/or dialogue circles with families to understand barriers to full participation in the school community</p> <p>Adjust school-wide policies and practices, such as scheduling practices, language translation practices, providing access to transportation and child-care for school events, providing opportunities for families to engage with tools and strategies to support learning, etc. to ensure that barriers are removed</p> <p>Schedule family conferences (e.g., parent teacher conferences, student led conferences, showcases etc.) around families' availability and preferred mode (in-person, virtual or hybrid)</p> <p>Ensure that all opportunities for families to participate as a partner in their child's education are differentiated for families who are not available during typical school hours</p>



The school supports staff to engage in proactive, timely and two-way communication so that all families can easily understand and contribute to their child’s educational experience.



GOAL 1 Exchanging Information Between School and Families: Are families able to receive and share information in culturally and linguistically sustaining ways?

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
Learn about and meet families’ communication preferences	<p>Informally ask families about their communication preferences</p> <p>Ensure that school-wide mass communication is disseminated in multiple modalities (newsletter, email, phone blast, etc.)</p>	<p>Conduct family surveys that include inquiring about families’ communication preferences</p> <p>Ensure that teachers use multiple modalities to reach families (email, app, phone call, etc.)</p>	<p>Conduct focus groups, listening sessions and/or dialogue circles with families to learn about their communication preferences</p> <p>Ensure that teachers differentiate individualized communication to each of their students’ families based on each family’s expressed preference (teacher, school-wide communication etc.)</p> <p>Adjust communication practices to reflect what is learned from families in informal conversations, family surveys, focus groups, listening sessions and/or dialogue circles</p>
Address access by providing interpretation, translation and/or accommodations	<p>Learn about the language preferences/needs of families in your school community</p>	<p>Provide staff with resources for translating and interpreting written and spoken communication to align with language preferences/needs of their students and their families</p>	<p>Audit communication practices to ensure that all written and spoken school communication, including routine forms (e.g., student enrollment, applications for free and reduced meals, IEP documents), zoom meetings, and in-person conversations are translated for all languages spoken in your school community</p>
Coordinate information-sharing across communication outlets	<p>Identify the various communication outlets utilized by families in your school community</p>	<p>Designate an individual or individuals who are tasked with ensuring that all communication outlets utilized by families in your school community are streamlined in messaging</p>	<p>Assess the impact of streamlined information-sharing efforts by determining if the message was received and understood by the intended audience</p>
Gather family input and report back with how input was used	<p>Informally ask families for their input on matters relevant to their child’s education and the school community at large</p>	<p>Conduct family surveys that include inquiring about matters relevant to their child’s education and the school community at large</p> <p>Identify a team of staff and families to make recommendations for specific changes in policies and practices based on family input</p>	<p>Conduct focus groups, listening sessions and/or dialogue circles with families to gather input on matters relevant to their child’s education and the school community at large</p> <p>Implement recommended changes to policies and practices</p>

GOAL1 Exchanging Information Between School and Families (continued)

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
Foster transparency and enable families to follow-up	<p>Identify the specific family input that can inform changes to school policies and practices</p> <p>Share the data gathered from informal conversations, surveys and listening sessions with families</p>	<p>Share the data gathered from informal conversations, surveys and listening sessions with families, and explain how this data is informing specific changes to school policies and practices</p>	<p>Communicate changes to staff and ensure they are trained as needed</p> <p>Share the data gathered from informal conversations, surveys and listening sessions using multiple communication modalities to reach all families. Explain how the data is informing specific changes to school policies and practices</p>
Co-create engagement plans for times of crisis	<p>Collaborate with your PTA to identify a team of staff, families and students (if applicable) to create plans for times of crisis</p> <p>Support the identified team to develop a protocol for families to contact the school with questions in times of crisis or disruption</p>	<p>Support the identified team to develop and communicate a protocol for how information is shared in times of crisis or disruption</p> <p>Provide the identified team with resources to collaborate to co-create engagement plans, including time, space, funding and other tools as needed.</p> <p>Provide families with translation services, childcare, transportation and other needs to ensure equitable access to participation</p> <p>Support the identified team to designate a person or people who are responsible for family communication in times of crisis and disruption</p>	<p>Train staff on protocols for information sharing, family in-reach, and person/people responsible for family communication in times of crisis and disruption</p> <p>Inform families of protocols for information sharing, family in-reach and person/people responsible for family communication in times of crisis and disruption</p> <p>Compose factual communication in times of crisis or disruption and disseminate information to families according to co-created protocols</p>



GOAL 2 Facilitating Parent-Teacher Communication: Does the school promote communication between families and teachers?

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
Co-develop communication expectations with families and staff	Learn about the language preferences/needs of families in your school community	Offer guidance for how teachers develop individualized communication plans with families aligned to each families' preferred mode of communication	Ensure teachers have the resources necessary to differentiate individualized communication to each family based on each family's expressed preferences
Provide time, training, and resources for parent-teacher communication	Examine the family engagement research base to understand the impact of effective communication on students' academic and socio-emotional well-being Communicate to staff the importance of effective communication with families Identify specific practices that teachers can implement to promote communication between families and teachers. Encourage staff to sustain relationships with families by opening lines of communication families about their child's academic and socio-emotional well-being	Share and discuss with staff the family engagement research base to understand effective communication strategies Communicate to staff school-wide expectations for communication with families Include planning and reflection time focused on communication with families in regularly scheduled meetings (grade level team meetings, staff meetings, etc.) Prepare instructional coaches to support teachers with planning for and implementing communication practices with families in their routine coaching and/or observation/ feedback cycles with teachers. Prepare instructional coaches to lead reflective conversations with teachers about teachers' communication with families in routine coaching and/or observation/feedback cycles with teachers.	Engage staff frequently with emerging family engagement research to remain current on strategies for communication with families Adjust communication practices to align with emerging research and best practices as necessary Articulate and monitor progress toward school-wide goals* for communication with families in your School Improvement and/or Comprehensive School Plans Allocate time during professional development days to specifically focus on strategies for communicating with families Allocated time in teachers' schedules to strategically plan for and communicate with families (e.g., send positive communication home; prepare individualized communication about academics and socio-emotional well-being; and/or strategies for families to support learning at home)
Solicit teacher and family feedback on how communication is going and what could be improved	Informally ask teachers and families how communication is going and what could be improved Ask teachers to identify what they need from school leaders in order to communicate effectively and equitably with their students' families	Conduct family surveys that include inquiring about how communication is going and what could be improved Take action based on teacher feedback to ensure that teachers have leadership support necessary to communicate effectively with families	Conduct focus groups, listening sessions and/or dialogue circles with families to gather input on that ask how communication is going and what could be improved Engage in an ongoing cycle of feedback with teachers to continuously evolve leadership practices that support teachers to communicate effectively with families



The school builds the capacity of families and educators to continuously collaborate to support students' academic, social and emotional learning.



GOAL 1 Teaming-Up For Student Success: Are families, students and educators on the same page about how students are progressing?

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
<p>Support educators to partner with families and students to set social, emotional and academic goals</p>	<p>Communicate to staff the importance of partnering with families and students to set social emotional and academic goals</p> <p>Insist that goal-setting conversations with families follow the belief that families know their child best and are responsive to families hopes, dreams and goals for their child's education</p> <p>Communicate expectations to staff for co-constructing social, emotional, and academic goals with student and families</p> <p>Provide teachers with templates and resources for co-constructing social, emotional, and academic goals with families and students</p>	<p>Provide teachers with data they need and time to engage in goal-setting conversation with families</p> <p>Include reflection and planning for co-constructing goals with families and students as a standing agenda item in regularly scheduled meetings (grade level team meetings, staff meetings, etc.)</p> <p>Prepare instructional coaches to support planning and implementation of practices to co-construct social, emotional, and academic goals with families and students in their routine coaching and/or observation/feedback cycles with teachers.</p>	<p>Articulate and monitor progress toward school-wide goals* for collaborative goal-setting in School Improvement and/or Comprehensive School Plans</p> <p>Implement school-wide practices for collaborative goal-setting with student families, such as student led conferences and including goal-setting as standard practice in family conferences (i.e. parent-teacher conferences)</p> <p>Allocate time during professional development days to build educator capabilities and confidence to co-construct social, emotional and academic goals with families and students</p> <p>Allocate time in teachers' schedules to co-construct social, emotional, and academic goals with families and students</p>
<p>Provide an understandable and accurate picture of student progress, using multiple measures (classwork, rubrics, observations, assessments, etc.)</p>	<p>Ensure that teachers are backwards-mapping academic units and are able to clearly describe what students should be able to know and do by the end of each academic unit</p> <p>Ensure that teachers provide families with descriptions of what their child should know and be able to do by the end of the school year for each academic content area</p> <p>Discuss with teachers the importance of being completely honest and accurate with families about student progress</p>	<p>Ensure that teachers provide students and families with regular, formative progress reports inclusive of sample student work and accompanying rubrics, observations, assessments etc.</p> <p>Ensure that teachers provide families with regular progress summative progress reports, inclusive of standardized data</p> <p>Ensure that teachers are collaborating across teams to communicate a holistic assessment of students' academic progress and socio-emotional well-being to families</p> <p>Provide teachers with opportunities to practice having conversations with families about student progress, particularly when conversations may be difficult</p>	<p>Ensure that teachers provide individualized, formative, and summative communication to families about how their child is performing relative to what they should know and be able to do for each academic unit</p> <p>Ensure that teachers provide individualized, formative, and summative communication to families about their child's academic performance relative to grade level expectations and standards</p> <p>Build systems to ensure educators, counselors, social workers, special education staff and instructional support staff and coaches are presenting a holistic assessment of academic progress and socio-emotional well-being to each student's family</p> <p>Audit teacher communication to ensure that families are receiving an accurate, holistic picture of students' academic and socio-emotional strengths and areas for growth</p>



GOAL 1 Teaming-Up For Student Success (continued)

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
Ensure accessible, regular, two-way communication about student learning and well-being	Ensure that communication between teachers and families is reciprocal by creating opportunities for families to share their expertise on their child	<p>Ensure that communication with families reflects families' priorities (e.g., the substance and frequency of communication)</p> <p>Ensure that communication about student learning and well-being is shared proactively and in time for families to be able to respond and intervene, if necessary, to ensure a positive outcome for their child</p>	Ensure that communication about student learning and well-being is ongoing, actionable, and equips families with concrete, specific ways to engage with their child's learning as co-creators, supporters, encouragers, monitors, advocates and models



GOAL 2 Supporting Learning by Engaging Families: Are families valued partners in their children's learning at home and at school?

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
Get to know students and families and their strengths	<p>Encourage all teaching staff to conduct relationship building conversations with families to draw on families' knowledge about their child</p> <p>Insist that engagement with families follows the belief that families know their child best and are their child's first teachers</p> <p>Collaborate with the PTA to host school-wide events to build community with and amongst families and school staff</p>	<p>Communicate your expectations to teaching staff for conducting relationship building conversations with families to draw on families' funds of knowledge about their child</p> <p>Create opportunities for teachers to reflect on what they can learn from students' families</p> <p>Invite families to host and lead school-wide events to build community with and amongst families and school staff</p>	<p>Train and support all teaching staff to conduct relationship building conversations with families to draw on families' funds of knowledge about their child</p> <p>Ensure that teachers create opportunities for families to share their expertise on their child</p> <p>Create opportunities for families to showcase their culture, skills, talents and identities with the school community</p>
Invite families to contribute to classroom learning	<p>Ensure teachers regularly invite families into the classroom, either as observers or with a specific way to contribute to the classroom (e.g., put up a bulletin board; read a story; work 1-1 with a student or group of students)</p> <p>Ensure that families are celebrated when they participate in their child's classroom (e.g., "shout out" during morning or afternoon announcements).</p>	<p>Ensure that opportunities for families to contribute to classroom learning reflect the skills, talents, culture and identities of the school community</p> <p>Ensure that opportunities are available for families to contribute to classroom learning, even if families are not available during typical school hours</p>	<p>Ensure that all families are invited to contribute to classroom learning, and that family participation in classroom learning is representative of the school community (demographics, language, socio-economic status, etc.)</p> <p>Develop and communicate a clear process/protocol for families so they know how to plan to observe or initiate participation in their child's classroom</p> <p>Adjust outreach practices to ensure that historically marginalized families have equitable opportunities to contribute to classroom learning</p>

GOAL 2 Supporting Learning by Engaging Families (continued)

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
<p>Provide families guidance and activities to support social, emotional and academic learning at home</p>	<p>Communicate expectations to teachers for sharing strategies, tools and resources with families to support to support social, emotional, and academic learning at home</p> <p>Communicate expectations to instructional staff around frequency and content of sharing academic information with families</p>	<p>Prepare instructional coaches to support teachers with planning and implementing practices for sharing strategies, tools and resources that families can use to support to support social, emotional and academic learning at home</p> <p>Prepare instructional coaches to lead reflective conversations about planning and implementing practices for sharing strategies, tools and resources that families can use to support to support social, emotional and academic learning at home</p>	<p>Ensure teachers provide opportunities for families to practice using strategies, tools, and/or resources to equip them to be co-creators, supporters, encouragers, monitors, advocates and models in their child’s education</p> <p>Ensure that teachers provide feedback to families on implementation of strategies, tools and/or resources</p> <p>Collaborate with your PTA to provide workshops for families to build their capabilities and confidence to support their child’s learning and socio-emotional well-being at home</p> <p>Solicit family feedback on the impact of strategies, tools and/or resources shared with families to engage with their child’s learning</p>
<p>Promote learning and enrichment outside of school</p>	<p>Identify extracurricular activities and learning opportunities outside of school aligned to students’ interests and culture, goals and/or needs that may benefit learning and emotional well-being</p>	<p>Ensure teachers or other designated staff communicate opportunities for extracurricular activities and learning opportunities outside of school to students and families</p>	<p>Ensure teachers or other designated staff provide direct support to families as needed to learn more about, enroll in, or otherwise access extracurricular activities and learning opportunities outside of school</p>
<p>Help families and students plan for the future</p>	<p>Highlight former students’ accomplishments to inspire families and students</p> <p>Provide families with workshops on possibilities and options for their child’s educational future</p> <p>Make connections between families and partners within and outside of the school community who can support families with future planning</p>	<p>Ensure families understand the decisions they will make related to students’ academic progression, particularly during transition years (elementary to middle; middle to high; high to college or career)</p> <p>Ensure families and students understand potential pathways and opportunities for the future, and the planning and actions they’ll need to take to access the pathway</p> <p>Ensure that families and students have an early understanding of academic profile requirements necessary for entrance into selective schools and programs so that they can cultivate the profile over time (i.e. families and students understand grades required in middle school for entrance to selective high school; GPA required for admission into college)</p>	<p>Ensure students receive needed resources during transition years (e.g., elementary to middle; middle to high; high to college or career)</p> <p>Pair families with school personnel who are tasked mentoring and guidance for planning for the future</p> <p>Ensure that students and families have exposure to a wide array of options for the future by creating opportunities for families to learn about options, visit/tour campuses, and make connections to, build relationship with and access individuals and networks that will support hopes, dreams and goals for the future</p>

The school affirms family and student expertise and advocacy so that all students are treated fairly and have access to relationships and opportunities that will support their success.



GOAL1 Navigating the School System: Are families knowledgeable and able to raise questions or concerns about their child’s educational experience?

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
<p>Build school staffs’ skills to build trust and problem-solve with students and families</p>	<p>Provide staff with specific strategies and tools for building trust and problem solving with students and families</p> <p>Adopt restorative practices for problem-solving and conflict resolution with students and families</p>	<p>Allocate resources for school staff to be trained and implement restorative practices</p> <p>Prepare instructional coaches to support teachers with planning and implementing restorative practices to build trust and problem-solve with students and families in their routine coaching and/or observation/ feedback cycles with teachers</p> <p>Prepare instructional coaches to lead reflective conversations about how teachers build trust, implement restorative practices and problem-solve with students and families in their routine coaching and/or observation/ feedback cycles with teachers</p>	<p>Articulate and monitor progress toward school-wide goals for implementing strategies for building trust and problem-solving with students and families</p> <p>Allocate time during professional development days to build educator capabilities and confidence to build trust and problem-solve with students and families</p>
<p>Make it easy to understand how the school and district operate</p>	<p>Provide families with a FAQ guide with answers to common questions, contact information for school and district personnel, and general guidance on school and district operations</p> <p>Ensure that the school has an up-to-date handbook that describes families’ and students’ right and responsibilities, and operating procedures of the school and district</p>	<p>Identify specific school personnel who can serve as a point of contact for families who need support navigating school and district bureaucracy</p> <p>Collect feedback from families on school and district operations and adjust policies and practices that are unnecessarily cumbersome or create inequitable access for families</p>	<p>Collaborate with your PTA to provide workshops for families to build their capabilities and confidence to navigate school and district bureaucracy</p> <p>Ensure that communication to families about school and district operations are streamlined and consistent among all communication channels</p> <p>Audit school and district operations and adjust policies and practices that create disparities in adverse impact on historically marginalized students and families</p> <p>Provide workshops for families to build their capabilities and confidence to effectively advocate for changes to policies and practices and other improvement efforts</p> <p>Provide workshops for teachers and staff to build their capabilities and confidence to receive and respond to family advocacy</p>



GOAL 1 Navigating the School System (continued)

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
<p>Comply with families' rights under federal and state laws</p>	<p>Consult with legal counsel and/or compliance officer obtain knowledge of applicable federal and state laws</p> <p>Identify personnel who should have working knowledge of families' rights under federal and state laws</p> <p>Consult with legal counsel to ensure accurate information sharing with staff and families about families' rights under federal and state laws</p>	<p>Engage counsel, compliance officer and/or expert to develop and implement mandatory training on applicable federal and state laws</p> <p>Ensure that information sharing about families' rights under federal and state law is written in accessible language, available in all languages spoken in your school community, and aligned with individual language preferences/needs of their students and their families</p>	<p>Develop audit protocol to ensure compliance with federal and state laws</p> <p>Ensure that information sharing about families' rights under federal and state law is communicated using multiple communication modalities (school handbook, conspicuous posting, etc.) to reach all families</p> <p>Connect families with educational advocates and legal authorities who will guide and support families' advocacy for changes and improvements to school policies and practices</p> <p>Provide workshops for families to build their understanding of families' rights under federal and state laws and to build their capabilities and confidence to effectively advocate for their rights and student rights under federal and state laws</p>
<p>Connect families to resources that address their questions or concerns</p>	<p>Develop a protocol where families can readily ask questions and share concerns</p> <p>Provide families with a FAQ guide with answers to common questions, contact information for school and district personnel, and general guidance on school and district operations</p>	<p>Identify and communicate to families' specific individuals who serve points of contact for connecting families with specific resources (e.g., who families contact for support with uniforms, who families contact for questions about free and reduced lunch, etc.)</p> <p>Develop and communicate norms and expectations for responding to family request for resources and answers to their questions</p> <p>Share lists of school and community resources that families may want/need to access, including a description for services offered and contact information</p>	<p>Facilitate connections between families and school and district personnel so that families have access to relationships and networks within the school and district, as appropriate</p>
<p>Make school staff and families aware of conflict resolution processes and apply them fairly</p>	<p>Adopt specific conflict resolution policies, practices and protocols</p>	<p>Collect data on school-wide conflict, and analyze the data to ensure that conflict resolution and discipline practices do not disproportionately create an adverse impact a demographic group or subgroup; and/or amongst historically marginalized students and families</p>	<p>Share data with families and teachers on school discipline practices and other sources of conflict and resolution</p> <p>Make adjustments to practices that disproportionately create an adverse impact a demographic group or subgroup; and/or historically marginalized students and families</p> <p>Provide workshops for families and teachers to train them to adopted conflict resolution (policies, practices and protocols) and to build their capabilities and confidence to navigate conflict as partners with their child's teachers</p>



GOAL 2 Addressing inequitable outcomes and access: Does the school remove barriers for families to be advocates for and with students, particularly those who are most marginalized?

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
Encourage community and leadership among historically under-represented groups	Identify groups and subgroups of families and students historically marginalized from the school community (racial, ethnic, linguistic, socio-economic, geographic, etc.)	Send targeted, differentiated communication to members of various groups and subgroups to learn about their perceptions of their current participation as formal or informal leaders and to survey their interest in serving in formal or informal leadership roles, and inquire about specific areas of interest	<p>Follow up with targeted, differentiated communication members of various groups and subgroups to share informal and formal opportunities for leadership roles</p> <p>Learn from members of the various groups and subgroups what barriers need to be removed and what the supports they need to be successful in informal and formal leadership roles</p> <p>Ensure that members from underrepresented groups take the lead in informing, designing and implementing school improvement efforts</p>
Share understandable, disaggregated data on school progress and practices	Identify groups and subgroups of families and students historically marginalized from the school community (racial, ethnic, linguistic, socio-economic, geographic, etc.)	Disaggregate all data sources by group and subgroup (student performance; behavior/discipline referrals; access to family engagement practices; access to full participation in the school community) and identify outcomes that disproportionately lead to adverse impacts among groups or subgroups of students and families; and/or historically marginalized students and families	<p>Share data in multiple forms and across multiple communication channels so that it is accessible to families with varied learning styles (e.g., graphs; narratives; qualitative reports; quantitative data)</p> <p>Provide workshops to build families' capabilities and confidence to analyze data and understand root causes, and take action for addressing adverse impacts among historically marginalized students and families</p>
Recognize and work to eliminate bias in family engagement practices and policies	Engage staff in reflection on the role bias may play in building strong family-school partnerships, particularly across lines of difference (racial, ethnic, linguistic, socio-economic, geographic, etc.) and within groups and subgroups of historically marginalized students and families	Create the conditions for staff and families to openly discuss issues of bias in family engagement (trusting relationships; modeling by leadership; dedicated time and space; common language; psychological safety; clear "why")	<p>Act upon opportunities to speak about diversity, difference, dominant culture and systemic biases</p> <p>Audit family engagement practice data and identify inequities in families' access to strong family-school partnerships and disparate impact on historically marginalized students and families</p>

The school partners with families in decisions that affect children and families and together—
as a team—inform, influence, and create policies, practices and programs.



GOAL 1 Strengthening the Family’s Voice in Shared Decision Making: Are families partners in making decisions that affect their children at school and in the community?

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
Identify and remedy power imbalances	<p>Informally ask families about their experience, preferences and concerns about shared decision making in the school community</p> <p>Reflect on the degree of agency that the school has cultivated for families to hold power to inform decisions that impact their child’s education</p> <p>Examine leadership and staff beliefs about shared power with families, and the role that bias plays in ceding decision making power to families</p>	<p>Conduct family surveys to understand families’ experiences, preferences and concerns about shared decision making in the school community</p> <p>Train staff on issues around inequitable systems, policies and practices</p> <p>Foster an inclusive environment that encourages differing viewpoints in decision making about policy and advocacy priorities</p> <p>Cultivate an environment that positions families as equal collaborators with schools for improved outcomes</p>	<p>Conduct focus groups, listening sessions and/or dialogue circles with families to gather input on families’ experiences, preferences and concerns about shared decision making in the school community</p> <p>Audit school policies and practices to identify disparate impact on groups or subgroups of students and families; and/or historically marginalized students and families</p> <p>Adjust school policies and practices that exclude or silence families, and/or create uneven balances of power between families and educators</p>
Transparently and accessibly communicate about decision-making processes	<p>Communicate decision making processes and protocols to families, staff, students and community constituents</p>	<p>Co-design decision making protocols that incorporate the viewpoints and perspectives of families, staff, students and community constituents</p>	<p>Form teams comprised of families, staff, students and community constituents who are tasked with implementing decision making processes and protocols</p>
Build shared knowledge about decisions that affect children	<p>Compile data about school policies, practices and outcomes for student learning and socio-emotional well-being</p>	<p>Disseminate data and information about school policies, practices and outcomes for student learning and socio-emotional well-being with families, staff, students and community constituents</p>	<p>Assess families, staff, student and community constituent understanding of key decisions that affect children</p>
Give families and students voice in decisions that affect children	<p>Create structures and processes for gathering input from students and families</p>	<p>Create structures and processes for gathering input that are well-publicized and utilized by the school community</p>	<p>Ensure that advocacy priorities and plans are determined by underrepresented communities and historically marginalized students and families</p>
Track data and fill gaps for representative input and power in decisions	<p>Identify specific information sources that will provide data on representation (who provides input and makes key decisions that affect children)</p>	<p>Develop systems for tracking and cataloging information to create a comprehensive picture of representation in decision making</p>	<p>Position members of underrepresented communities and historically marginalized students and families to co-design advocacy and policy approaches to problems</p>



GOAL 2 Building Families' Connections: Do families have a strong, broad-based organization that offers regular opportunities to develop relationships and raise concerns with school leaders, public officials, and business and community leaders?

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
Connect families to local officials	Identify school personnel, public officials and business and community leaders who can support school improvement efforts	Catalog areas of expertise/priorities for each identified public officials and business and community leaders, and share this information with families so that they understand points of contact and advocacy partners	Facilitate connections between families, public officials and business and community leaders so that that families have access to relationships and networks that can support their advocacy and school improvement efforts
Foster student and family leadership and civic engagement	In collaboration with students and families, identify the intrinsic and extrinsic benefits of civic engagement Provide examples of what strong family and civic leadership looks like in practice by highlighting existing activities that families are leading/participating in	Collaborate with the PTA to identify and/or create opportunities for to build families' capabilities and confidence for civic engagement, and share these opportunities with students and families Acknowledge and reward student and family participation in leadership and civic engagement opportunities	Ensure that leadership and civic engagement opportunities are reflective of the culture and values of students and families Solicit feedback from individuals engaged in family leadership and civic engagement
Support the development of an effective PTA or other family/parent organization that represents all families	Raise awareness about the importance of a diverse family/parent organization. Dominant groups (e.g., White, English-only speaking, middle class, straight, Christian) are not necessarily representative of school communities and that dominant groups can be limited in perspective Ensure all resources for translating written and spoken communication to align with language preferences/needs of diverse families in the family/parent organization Provide opportunities for all families to share ideas, provide feedback, and connect with one another	Support staff and families to form a parent teacher organization representative of the school community and historically marginalized families Send targeted, differentiated communication to members of various groups and subgroups to invite diverse constituents to participate fully in the school's family/parent organizations Send targeted, differentiated communication to members of various groups and subgroups to survey their interest in participating in the school's family/parent organization Adjust internal norms and behavior to create inclusive environments where diverse viewpoints and perspectives are respected and encouraged	Ensure that the family/parent organization represents the priorities of all families, with particular emphasis on the priorities of historically marginalized students and families Ensure that members from underrepresented groups take the lead in designing and implementing school improvement efforts Lead internal processes, practices and culture to eliminate bias and disparate treatment of historically marginalized students and families Establish specific goals to promote equity within the family/parent organization and the school community at large, including reducing disparities in outcomes for historically marginalized students and families Collect and publish feedback from members of the family/parent organization to inform improvements



The school collaborates with community organizations and members to connect students, families and staff to expanded learning opportunities, community services and civic participation



GOAL 1 Building a Strong Foundation for Community Partnerships: Does the school have a plan for when and how to engage community partners?

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
Map community needs and assets	<p>Survey staff and families to identify the needs and assets within the community</p> <p>As appropriate, survey students to identify the needs and assets within the community</p>	<p>Collaborate with your PTA to conduct an analysis of needs and assets within the community</p> <p>Identify “official” and “unofficial” community leaders</p> <p>Build relationships with “official” and “unofficial” community leaders to learn about the needs, assets and priorities of community partners</p>	<p>Synthesize data from the SWOT analysis, family survey, and community leaders to compile a comprehensive description of community needs and assets and share the synthesis with constituents in their preferred language and in multiple modalities to ensure equitable information sharing</p>
Align partnerships to school improvement planning	<p>Collaborate with your PTA to identify potential community partners that support family and school priorities for improved academic and socio-emotional well-being of students</p> <p>Communicate a clear “why” and engaging with community partners, and a vision for what can be achieved through community partnerships</p>	<p>Incorporate specific actions to build community partnerships in Comprehensive School Improvement Plans, and align these actions to goals and intended outcomes for improved academic and socio-emotional well-being of students</p> <p>Identify individuals on staff tasked with reaching out to community assets and initiating partnership, and provide them with training and other supports to build their capabilities and confidence to represent the school and build partnerships with community organizations</p>	<p>Provide staff with authority and autonomy to build partnerships with community organizations that will support family and school priorities for improved academic and socio-emotional well-being of students</p> <p>Engage in continuous feedback cycles with families, staff and community leaders to evaluate the impact of strategic actions and address shifting priorities</p>
Work with partners to clarify roles and responsibilities	<p>Collaborate with families, staff and community partners to identify the specific roles necessary for a community partnership to be successful</p>	<p>Match specific individuals within the school community (families, staff, school leadership) with specific roles in community partnerships</p> <p>Outline the responsibilities aligned to each person’s role in a community partnership in shared document</p>	<p>Co-create a document that outlines individual specific roles and responsibilities within the community partnership, and periodically revisit this document to re-align roles and responsibilities to reflect shifting priorities or other changes/evolutions</p> <p>Create agendas for meetings that include setting next steps, owners and timelines for taking agreed upon actions. Begin each meeting by reviewing agreed upon next steps from the previous meeting and assessing progress on action items</p>



GOAL 2 Connecting the School with Community Partners: Do family and school leaders work closely with community organizations, businesses and institutions of higher education?

INDICATORS	EMERGING	PROGRESSING <i>(incl. criteria for emerging)</i>	EXCELLING <i>(incl. criteria for emerging and progressing)</i>
Understand issues affecting the community and contribute to community-wide solutions	Conduct independent research on your school community to gain an understanding of issues that have affected the community historically and how those issues manifest in the current time	Informally ask families about issues affecting the community and how the school can contribute to community-wide solutions Conduct focus groups, listening sessions and/or dialogue circles with families and community organizations to gain understanding of issues affecting the community	Implement Liberatory Design with staff, families and community partners to gain deep understanding of issues affecting the community and to co-design solutions
Address student and family basic needs through community resources	Create a guidance document that outlines community partners who families can connect with to have basic needs met (food assistance; tutoring assistance; faith-based organizations; healthcare; legal assistance; rent assistance; FEMA natural disaster relief; etc.)	Identify personnel on staff tasked with building relationships and partnerships between the school and community organizations Identify personnel on staff who can serve as a point of contact to connect families with community resources	Invite community partners to have a physical presence (office space, information desk, participation in school etc.) in the school community so that families can make connections and build relationships
Build staffs' cultural competence through community partnerships	Examine the research-based on the concepts of cultural relevance, cultural competence and cultural humility Examine the research-base that describes the role that implicit bias may play in building relationships, particularly across lines of difference (racial, ethnic, linguistic, socio-economic, geographic, etc.) Encourage relationship building between staff and community members, particularly across lines of difference	Share and discuss with staff the research-based on the concepts of cultural relevance, cultural competence and cultural humility Invite members of community-based organizations to participate in staff professional development and/or meetings so staff can learn about community organizations and hear first-hand from the lived experience of community members	Create opportunities for staff to immerse themselves in the community by walking the community; attending community events; and frequenting community businesses Provide staff continuous learning credits for attendance and participation in community events
Act as a hub of community life	Identify "official" and "unofficial" community leaders	Engage identified leaders and express interest in learning more about their priorities for community improvements Learn from identified leaders how the school can be a better partner to the community at large, and co-design strategic actions aligned to feedback from community leader Consult with district personnel, including legal counsel, to obtain funding and other resources to take actions on guidance from community leaders	Implement strategic actions aligned to feedback from community leaders Engage in continuous feedback cycles with community leaders to evaluate the impact of strategic actions



SAMPLE GOALS FOR RELATIONSHIP BUILDING

Sample Goals for Relationship Building: Family Outcomes

- [x%] of families report that they have a trusting relationship with their child's teacher
- [x%] of families report that they feel welcomed by their child's teacher(s)
- [x%] of families report that they feel valued as a partner in their child's education
- [x%] of families report that the school respects the families' culture

Sample Goals for Relationship Building: Teacher Implementation

- All teachers engage [x%] of their students' families in a relationship building conversation by [insert date]
- All teachers send at least one positive communication to [x%] of their students' families each month

Sample Goals for Relationship Building: Teacher Outcomes

- [x%] of teachers can identify who the most important caretakers are for each one of their students
- [x%] of teachers can identify one goal each of their student's families have for their child
- [x%] of teachers can identify one thing they have learned about each of their students from their students' family
- [x%] of teachers agree/strongly agree that they have a trusting relationship with [x%] of their students' families.

SAMPLE GOALS FOR COMMUNICATION

Sample Goals for Communication: Family Outcomes

- [x%] of families report that their child's teacher shares positive information about the child
- [x%] of families report that their child's teacher communicates regularly
- [x%] of families report that they have opportunities to share their knowledge and expertise with their child's teacher

Sample Goals for Communication: Teacher Implementation

- All teachers send [x#] of individualized communications to [x%] of their students' families at on [x interval]
- All teachers send at least one positive communication to [x%] of their students' families at [x interval]

Sample Goals for Communication: Teacher Outcomes

- [x%] of teachers can identify [x%] of families' preferred language and modality for communication
- [x%] of teachers can identify [x%] of families preferences for substance and frequency of communication (i.e. a family wants a weekly report on students' behavior; another family wants bi-weekly summative progress reports for their child; another family wants weekly reports on progress toward IEP goals)

SAMPLE GOALS FOR COLLABORATIVE GOAL SETTING AND ACADEMIC PARTNERSHIP WITH FAMILIES

Sample Goals for Collaborative Goal Setting and Academic Partnership: Family Outcomes

- [x%] of families report that their child's teacher keeps them informed about what their child should know and be able to do
- [x%] of families report that their child's teacher keeps them up to date with how their child is performing in class
- [x%] of families report that their child's teacher provides them with strategies, tools and/or resources to support learning at home

Sample Goals for Collaborative Goal Setting and Academic Partnership: Teacher Implementation

- All teachers engage [x%] of their students' families in collaborative goal setting conversations by [insert date]
- All teachers provide at least [x#] of strategies and resources to families at [x interval]
- All teachers provide [x#] of opportunities for families to contribute to learning in the classroom at [x interval]

Sample Goals for Relationship Building: Teacher Outcomes

- All teachers can identify the academic and socio-emotional priorities for [x%] of their students' families
- All teachers can identify one goal each student and their family have for the child's future



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