

## Standard 1: Parent/Caregiver Education Programs

Schools effectively equip all families with the skills and tools needed to fully support the academic success of their child. This includes supporting parents with parenting skills, understanding child and adolescent development, and an how to increase academic performance through learning at home.

School provides parent education that is clear, usable, and linked to children's success in school, including age-appropriate information on developing home conditions or environments that support learning. School ensures that parents of high need students receive parent education and support.

1=Emerging	2=Developing	3=Thriving
<ol style="list-style-type: none"> <li>1. Parents of underperforming students are offered parent education and support to increase the achievement of their child.</li> <li>2. School informs parents about its plan to be more inclusive of all families and develops and implements strategies for improvement.</li> <li>3. Schools offer information for parents about:               <ol style="list-style-type: none"> <li>a. the multiple ways they can be involved at their child's school</li> <li>b. ways they can support their child's academic progress at home.</li> </ol> </li> <li>4. School staff holds meetings at school to give parents and staff an opportunity to share expectations for student learning.</li> <li>5. School creates and implements a family engagement plan that is clear, usable, and linked to children's success in school, including age-appropriate information on developing home conditions or environments that support learning. It is made available to PTA/parent organizations.</li> <li>6. There is a designated staff member who helps teachers connect to families and bridge the barriers of language and culture.</li> <li>7. Parent education and resources are available to those families that can attend workshops or meetings at the school site.</li> <li>8. Provide orientation for new parents in addition to workshops and tools for families that support families' understanding of student data, state standards, and learning goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents of underperforming students receive parent education and support to increase the achievement of their child. Progress is monitored and resources are adjusted as needed.</li> <li>2. School asks parents how they can be more inclusive of all families and develops and strategies for improvement.</li> <li>3. Schools offer training and education for parents to increase their:               <ol style="list-style-type: none"> <li>a. leadership skills</li> <li>b. knowledge of the multiple ways they can be involved at their child's school</li> <li>c. knowledge of ways they can support their child's academic progress at home.</li> </ol> </li> <li>4. School staff holds meetings at school to give parents and staff an opportunity to share expectations for student learning and follow up to determine if those expectations are being met.</li> <li>5. School staff and parents create and implement a family engagement plan that is clear, usable, and linked to children's success in school, including age-appropriate information on developing home conditions or environments that support learning. It is made available to all parents. A calendar of the years' events distributed to all parents. Participant evaluations are collected after each activity, event or workshop.</li> <li>6. There is a designated staff member who helps teachers connect to families and coordinates parent engagement efforts at that school</li> <li>7. Parent education is accessible to all families. Workshops and resources are offered at the school site, in the community, and in families' homes</li> <li>8. Provide multiple opportunities for parents to attend workshops and tools that support families' understanding of student data, state standards, and learning goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents of underperforming students receive parent education and support. Progress is monitored and resources are adjusted as needed. There is positive data linked to these support systems.</li> <li>2. School asks parents how they can be more inclusive of all families and develops and implements successful strategies for improvement.</li> <li>3. Most parents at the school are actively engaged in:               <ol style="list-style-type: none"> <li>a. leadership opportunities</li> <li>b. supporting the school</li> <li>c. supporting their child's academic progress at home.</li> </ol> </li> <li>4. School staff visits homes or holds neighborhood meetings to give parents and staff an opportunity to share expectations for student learning and follow up to determine if those expectations are being met.</li> <li>5. School staff and parents create and implement a family engagement plan that is clear, usable, and linked to children's success in school, including age-appropriate information on developing home conditions or environments that support learning. It is made available to all parents. A calendar of the years' events distributed to all parents. Participant evaluations are used to improve parent engagement efforts.</li> <li>6. There is a parent liaison at the school who coordinates all parent engagement efforts at that school and is responsible for making sure the parent engagement plan is implemented.</li> <li>7. Families of high need students regularly participate in parent education opportunities that are offered at the school site, in the community, and in families' homes.</li> <li>8. Train parent leaders to facilitate workshops and provide tools for families that support families' understanding of student data, state standards, and learning goals.</li> </ol>

## Standard 1: Parent/Caregiver Education Programs

*Below are the support systems, resources, programming, and skills that are needed for each category.*

1=Emerging	2-Developing	3=Thriving
<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>Parent Education Workshops offered throughout the year (at least 5)</li> </ul> <p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>Parent engagement plan outlining all goals, activities, and outcomes.</li> <li>Designated staff member responsible for coordinating and/or providing translation</li> <li>Designated staff member that is responsible for coordinating and/or presenting parent engagement workshops/activities.</li> <li>A document that goes home to all families that explains ways to be involved in and out of school</li> <li>Parent education materials/curriculum presented by staff or outside organization</li> <li>Designated area in school where parents can access parent engagement/involvement materials</li> <li>Benchmark data available to teachers and other designated staff to be used to give parents strategies for how they can support improvement at home.</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Staff development on how to partner with all families, particularly traditionally uninvolved families.</li> <li>Staff development on creating action plans with parents that support academic improvement.</li> </ul>	<p><b>Additional Programming:</b></p> <ul style="list-style-type: none"> <li>Parent education curriculum offered to parents that prepares them to partner with the school</li> <li>Case management program to monitor the progress of underperforming students whose parents have been involved in parent education programming.</li> <li>School leadership training for parents</li> <li>Action Team for Partnership (made up of staff and parents) responsible for coordinating and implementing parent engagement efforts.</li> </ul> <p><b>Additional Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>Designated staff member or Parent Liaison responsible for coordinating parent engagement efforts.</li> <li>System for documenting the progress of students whose parents have been involved in parent engagement programming</li> <li>Relationship with local community centers, churches or other venues that can be used to hold community meetings</li> <li>Parent education bulletin board with parent education opportunities</li> </ul> <p><b>Additional Professional Development:</b></p> <ul style="list-style-type: none"> <li>Ongoing staff development on how to partner with all families, particularly traditionally uninvolved families.</li> <li>Staff development on implementation strategies for the parent engagement plan</li> </ul>	<p><b>Additional Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>Full time Parent Liaison</li> </ul> <p><b>Additional Professional Development:</b></p> <ul style="list-style-type: none"> <li>Staff development on conducting home visits</li> </ul>
<p><b>District Support:</b></p> <ul style="list-style-type: none"> <li>Providing clear budget for parent education</li> <li>Providing support and professional development opportunities to school-based staff on family engagement and education curriculum, including: best practices, outreach and facilitation skills</li> <li>Provide parent education content/curriculum that schools can use parent engagement in the academic process.</li> <li>Provide parent-friendly content standards and materials and training on how to reinforce learning at home.</li> <li>Provide leadership training for parents</li> </ul>		

## Standard 2: Communication with Parent/Caregiver - Accessibility

Families and school staff have trusting relationships and engage in regular, two-way, meaningful communication about student learning. There is a welcoming and engaging climate with strong relationships and communications between families and staff.

The school ensures that all communication (written, non-print and otherwise) with parents and caregivers from the school site is clear, readable, translated as needed, and accessible to all ranges of literacy and comprehension. There are multiple communications paths used to inform parents about what is happening at school. Parents can easily contact teachers and administration with information and questions about their children. Parents are welcomed into the classroom to observe learning.

1=Emerging	2-Developing	3=Thriving
<ol style="list-style-type: none"> <li>1. School produces a monthly newsletter with up-to-date information about the school, special events, organizations, meetings, and parenting tips.</li> <li>2. School has a website that is used to communicate with parents regarding events, school programming and other general information.</li> <li>3. All teachers have a school email address that they make available for communication with parents.</li> <li>4. Principal is present at PTA/ELAC/SSC meetings to share information about student achievement and to encourage partnership between home and school.</li> <li>5. Parents are invited into the classroom for special events to see what their child is learning (i.e. Back to School Night, Open House) via newsletters at the beginning of the year.</li> <li>6. FRC meets with the school to determine what District level support systems are needed.</li> <li>7. School staff maintains a parent involvement bulletin board with information about the school, special events, organizations, meetings, and parenting tips.</li> <li>8. Written and verbal communication is provided in the language of the parents and the school provides translators as needed</li> <li>9. Principal has established office hours to meet with parents</li> </ol>	<ol style="list-style-type: none"> <li>1. School produces a bi-weekly newsletter with up-to-date information about the school, special events, organizations, meetings, and parenting tips.</li> <li>2. The school website is updated twice per year with current information. The website provides information in multiple languages.</li> <li>3. Teachers, counselors, and administrators regularly use email and/or the school website to communicate with parents.</li> <li>4. Principal is present at PTA/ELAC/SSC meetings <b>and</b> holds monthly Coffee Chats to provide information about student achievement and to encourage partnership between home and school.</li> <li>5. Consistent messaging to parents that they are welcomed in the classroom. Include procedures for classroom visits in newsletters, flyers, auto-dial, and at all meetings throughout the school year.</li> <li>6. A teacher liaison is designated to facilitate communication and partnership between the FRC and teaching staff.</li> <li>7. School staff regularly updates a parent involvement bulletin board with information about the school, special events, organizations, meetings, and parenting tips.</li> <li>8. There is a designated staff that helps teachers connect to families and bridge barriers of language and culture.</li> <li>9. Principal is accessible for scheduled meetings with groups of parents or individually at different times of the day.</li> </ol>	<ol style="list-style-type: none"> <li>1. School and parent volunteers produce a weekly newsletter with up-to-date information about the school, special events, organizations, meetings, and parenting tips.</li> <li>2. The school website is updated quarterly with current information. The website provides information in multiple languages.</li> <li>3. Parents regularly use email and/or the school website to communicate with teachers, counselors, and administrators.</li> <li>4. Principal is present at PTA/ELAC/SSC meetings <b>and</b> holds weekly Coffee Chats to provide information about student achievement and to encourage partnership between home and school. Parent participants represent all family backgrounds and cultures.</li> <li>5. Parents are consistently encouraged to come into the classroom to see what their child is learning and are given the opportunity to follow up with questions and comments.</li> <li>6. Regular meetings occur with teacher liaison who is designated to facilitate communication and partnership between the FRC and teaching staff</li> <li>7. Parent volunteers design and regularly update a parent involvement bulletin board with information about the school, special events, organizations, meetings, and parenting tips.</li> <li>8. Communications always are provided in alternative forms for parents who do not speak or read English well, or need large type.</li> <li>9. The principal personally welcomes families into the building and meets regularly with parents in small groups or one-on-one as needed.</li> <li>10. Consistently review the readability, clarity, form, and frequency of all memos, notices, and other print and non-print communication</li> </ol>

## Standard 2: Communication with Parent/Caregiver - *Accessibility*

*Below are the support systems, resources, programming, and skills that are needed for each category.*

1=Emerging	2-Developing	3=Thriving
<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>Teachers all agree to regularly update assignments and grades on parent portal</li> </ul> <p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>Designated staff member responsible for coordinating and/or providing translation</li> <li>Designated staff to produce newsletter and flyers</li> <li>Designated staff to translate all parent education materials</li> <li>School-wide parent engagement calendar produced at the beginning of school year</li> <li>Parent engagement plan outlining all goals, activities, and outcomes.</li> <li>Parent friendly student data</li> <li>Principal's office hours posted in main office</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Staff training on AERIES</li> <li>Learning Community content experts support site liaison with learning at home materials</li> </ul>	<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>Action Team for Partnership (made up of staff and parents) responsible for coordinating and implementing parent engagement efforts.</li> </ul> <p><b>Additional Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>List of Coffee Chat topics included in parent engagement calendar. Designated staff to support Principal with planning and facilitation</li> <li>Clearly posted messages welcoming parents to visit the school and classrooms with procedures</li> <li>Regularly updated student work posted in the classroom</li> <li>Parent Engagement bulletin board with flyers, newsletters and parents' rights information</li> </ul> <p><b>Additional Professional Development:</b></p> <ul style="list-style-type: none"> <li>Staff development on creating a welcoming environment for families</li> </ul>	<p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>Parent Liaison</li> <li>Regularly updated hall bulletin boards with student work</li> <li>Parent volunteers and staff designated to help with school newsletter</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Professional development on the background and cultures of families</li> </ul>
<p><b>District Support:</b></p> <ul style="list-style-type: none"> <li>Partnering with community to fundraise and develop communication strategies and structures at school sites.</li> <li>Promote parent portal</li> <li>Regularly update parent portal to make it accessible and user friendly</li> <li>District Parent Liaisons schedule regular meetings with school to support parent engagement planning and implementation</li> <li>Communication Department updates school websites with submitted documents from the school</li> </ul>		

## Standard 2: Communication with Parent/Caregiver - Feedback

Families and school staff have trusting relationships and engage in regular, two-way, meaningful communication about student learning. There is a welcoming and engaging climate with strong relationships and communications between families and staff.

There are clear two-way communication channels to share information about school climate and culture. The school informs families about the state of the school and the plan for improvement, and invites, families' feedback.

1=Emerging	2-Developing	3=Thriving
<ol style="list-style-type: none"> <li>1. PTA/parent group leaders complete annual survey to share information and concerns about student needs, reaction to school programs, school climate and culture and satisfaction with their involvement in school and at home. The results guide the development of parent involvement programs.</li> <li>2. The school is in compliance with federal regulations for sharing performance information with families, but may be selective about the information it shares.</li> <li>3. School establishes a system for receiving comments and suggestions from parents (i.e. suggestion/comment box) improvements are made.</li> </ol>	<ol style="list-style-type: none"> <li>1. All parents are asked to complete an annual survey, which is translated into multiple languages and communicated into multiple languages and communicated in various ways, including in person, online, in print, and by phone. The results guide the development of parent involvement programs.</li> <li>2. Even if the school is struggling, the school is transparent and honest with families about how the school is doing and the strategies it is using to improve. The school holds a well-publicized meeting and send school performance information home to families in written form.</li> <li>3. School establishes a system for receiving comments and suggestions from parents (i.e. suggestion/comment box). Improvements are made and published in writing (i.e. school newsletter)</li> </ol>	<ol style="list-style-type: none"> <li>1. All parents are asked to complete an annual pre- and post-survey, which is translated into multiple languages and communicated in various ways, including in person, online, in print and by phone. The results are reflected in the School Improvement Plan.</li> <li>2. Even if the school is struggling, the school is transparent and honest with families about how the school is doing and the strategies it is using to improve. The school uses multiple, creative ways to ensure this information reaches all families and to check for understanding.</li> <li>3. School establishes a system for receiving comments and suggestions from parents (i.e. suggestion/comment box). Staff, administration and parents work together to develop strategies for improvement.</li> </ol>

## Standard 2: Communication with Parent/Caregiver - *Feedback*

*Below are the support systems, resources, programming, and skills that are needed for each category.*

1=Emerging	2-Developing	3=Thriving
<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>System for address parents' questions and concerns</li> </ul> <p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>Designated staff member responsible for coordinating and/or providing translation</li> <li>Parent engagement plan outlining all goals, activities, and outcomes.</li> <li>Designated staff to translate survey</li> <li>Climate and culture survey</li> <li>Access to federal regulations guidelines for sharing performance information with families.</li> <li>Comment/suggestion box in main office(s)</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Professional development on sharing School Improvement Plan with parents</li> </ul>	<p><b>Additional Programming:</b></p> <ul style="list-style-type: none"> <li>System for responding to parents' questions and concerns (whole school and individually)</li> <li>Action Team for Partnership (made up of staff and parents) responsible for coordinating and implementing parent engagement efforts. This includes responding to parent questions and concerns.</li> </ul> <p><b>Additional Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>Parent friendly School Improvement Plan</li> </ul>	<p><b>Additional Professional Development:</b></p> <ul style="list-style-type: none"> <li>Professional development on involving parents in the development of a School Improvement Plan with parents</li> </ul>
<p><b>District Support:</b></p> <ul style="list-style-type: none"> <li>Partnering with community to fundraise and develop communication strategies and structures at school sites.</li> </ul>		

**Standard 2: Communication with Parent/Caregiver – Structures and Policies**

Families and school staff have trusting relationships and engage in regular, two-way, meaningful communication about student learning. There is a welcoming and engaging climate with strong relationships and communications between families and staff.

There are clear procedures that are followed to resolve family concerns in a timely manner. There are clear two-way communication channels to share information about school policies and procedures.

1=Emerging	2-Developing	3=Thriving
<ol style="list-style-type: none"> <li>1. Create and implement policies that encourage all teachers to communicate frequently with parents about the curriculum, expectations for homework, and how parents can help.</li> <li>2. Families' concerns or questions are respectfully responded to but not always in a timely manner.</li> <li>3. School informs parents, using multiple communication paths, about the school's clearly defined policies and procedures.</li> <li>4. Teachers share their classroom-specific homework policies at Back to School Night</li> </ol>	<ol style="list-style-type: none"> <li>1. Create and implement policies that require all teachers to communicate frequently with parents about the curriculum, expectations for homework, and how parents can help.</li> <li>2. Families' concerns or questions are respectfully responded to in a timely manner.</li> <li>3. School facilitates meetings to inform parents about the school policies and procedures and is available to address parents' questions and concerns.</li> <li>4. There is a clearly defined, respectful homework policy, which is communicated to all parents.</li> <li>5. Create structures that support consistent and frequent communication among the Family Resource Center, families, teachers, school program staff, and the principal</li> <li>6. Clear policies and procedures for communicating with parents are established.</li> </ol>	<ol style="list-style-type: none"> <li>1. There is a school-wide, uniform policy that is used by all teachers to communicate (at least bi-weekly) with parents about the curriculum, expectations for homework, and how parents can help.</li> <li>2. Families are encouraged to share concerns or questions. Families' concerns and questions are respectfully responded to in a timely manner. School staff engages families in collaborative problem-solving.</li> <li>3. Most parents are aware of, and support the school policies and procedures.</li> <li>4. There is a clearly defined, respectful homework policy, which is communicated to all parents. Parent feedback is encouraged.</li> <li>5. Create, document and evaluate structures that support consistent and frequent communication among the Family Resource Center, families, teachers, school program staff, and the principal</li> <li>6. Clear policies and procedures for communicating with parents are established and implemented school-wide.</li> </ol>

## Standard 2: Communication with Parent/Caregiver – *Structures and Policies*

*Below are the support systems, resources, programming, and skills that are needed for each category.*

1=Emerging	2-Developing	3=Thriving
<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>• Parent meeting to share school's policies and procedures (i.e. homework, behavior, cafeteria, etc.)</li> <li>• Regular Coffee/Principal Chats</li> <li>• Community Meetings</li> </ul> <p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>• Designated staff member responsible for coordinating and/or providing translation</li> <li>• Parent engagement plan outlining all goals, activities, and outcomes.</li> <li>• School policies and procedures posted throughout the school.</li> <li>• Classroom homework policy made available to all parents.</li> <li>• Document clearly defining homework policy and ways parents can be involved in and out of school</li> <li>• School handbook outlining school's policies and procedures.</li> <li>• Comment/suggestion box in main office(s)</li> <li>• Document for staff providing tips and tools for effectively communicating and partnering with families</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Staff development on school's policies and procedures</li> </ul>	<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>• Regularly scheduled meetings between school and FRC</li> <li>• Action Team for Partnership (made up of staff and parents) responsible for coordinating and implementing parent engagement efforts.</li> </ul> <p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>• School website with policies and procedures</li> <li>• School wide homework policy made available to all parents</li> <li>• Parent Engagement bulletin board with policies and procedures</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Staff development on creating a respectful homework policy and differentiation of homework</li> <li>• Staff development on communicating policies and procedures with families and students</li> </ul>	<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>• " Helping With Homework" workshop for parents</li> </ul>
<p><b>District Support:</b></p> <ul style="list-style-type: none"> <li>• Partnering with community to fundraise and develop communication strategies and structures at school sites.</li> </ul>		



## Standard 2: Communication with Parent/Caregiver- Building Relationships

Families and school staff have trusting relationships and engage in regular, two-way, meaningful communication about student learning. There is a welcoming and engaging climate with strong relationships and communications between families and staff.

The school staff has strong, mutually respectful relationships with families. The school values families as important partners in their students' education. School staff works collaboratively with families to set goals and foster high expectations for student achievement. The school has a respectful, inclusive community in which families feel connected to one another. School staff is culturally competent and sensitive. School staff members are trained to effectively communicate information on school and classroom expectations, policies and procedures. Staff is trained to problem solve with families in positive ways.

<ol style="list-style-type: none"> <li>1. School staff believes that parents can be effective partners and discusses ways to involve parents in the academic process. The school successfully reaches some families, but usually not able to reach the traditionally uninvolved families.</li> <li>2. School shares with families its hopes and dreams for their students.</li> <li>3. School expectations for student achievement are shared at the beginning of the year in newsletters, at Back-To-School Night, and at other beginning of the year events. Parent input is encouraged.</li> <li>4. Parents are warmly welcomed upon entering the office.</li> <li>5. Some parents (regardless of race, economics, or educational level) feel welcomed at school. This is evidenced through formal surveys and informal observations.</li> <li>6. The principal is open and available for parents. Regular office hours are established.</li> <li>7. The classroom teacher and principal have personally met most of the student's parents.</li> <li>8. School staff affirms students' cultures and history in school resources, classroom lessons, and activities.</li> <li>9. At the beginning of each year, teachers, staff, and principals are trained around the value and utility of family involvement and ways to build positive ties between school and home.</li> <li>10. Teachers, staff and principals are given written information about how to communicate and problem solve with families in ways that strengthen partnerships between home and school.</li> </ol>	<ol style="list-style-type: none"> <li>1. School staff makes sustained efforts to engage all families. The school has made successful efforts to reach traditionally uninvolved families in the academic process.</li> <li>2. School asks most parents their hopes and dreams for their student.</li> <li>3. School expectations for student achievement are shared throughout the year, in a number of different ways and parent input is encouraged.</li> <li>4. Parents are warmly welcomed in their home language upon entering the school grounds and office. Their needs and/or questions are promptly addressed.</li> <li>5. Most parents (regardless of race, economics, or educational level) feel welcomed at school. This is evidenced through formal surveys and informal observations.</li> <li>6. The principal is open and available for parents. Regular office hours are established and the principal also walks the halls and schoolyard, attends school events.</li> <li>7. The classroom teacher and principal have personally met each student's parent.</li> <li>8. Families and school staff work together to ensure that the school affirms students' cultures and history in school resources, classroom lessons, and activities.</li> <li>9. There is ongoing training for teachers, staff and principals around the value and utility of family involvement. The school evaluates the success of strategies learned in trainings.</li> <li>10. Teachers, staff and principals are formally trained to communicate and problem solve with families in ways that strengthen partnerships between home and school.</li> </ol>	<ol style="list-style-type: none"> <li>1. School is relentless in ensuring that every students' family is engaged in the success of their student. The school is creative in reaching all families regardless of their circumstances.</li> <li>2. School asks all parents their hopes and dreams for their student and shares how the school helps parents reach their vision.</li> <li>3. Parents meet with teachers to set high expectations for their student's achievement. Individualized learning plans are developed and monitored throughout the year.</li> <li>4. Parents are warmly welcomed in their home language, by name, upon entering the school grounds and office. Their needs and/or questions are promptly addressed.</li> <li>5. All parents (regardless of race, economics, or educational level) feel welcomed at school. This is evidenced through formal surveys and informal observations.</li> <li>6. The principal is regularly outside and the beginning and end of the school day, greeting students and their families as they come and go.</li> <li>7. The classroom teacher and principal have personally met each student's parent and know most by name.</li> <li>8. Students' cultures and history is clearly represented in school resources, classroom lessons, and activities</li> <li>9. Teachers, staff and principals are formally trained to communicate and problem solve with families in ways that strengthen partnerships between home and school. Ongoing evaluation and corrective feedback is provided.</li> </ol>
---	--	--

## Standard 2: Communication with Parent/Caregiver – *Building Relationships*

*Below are the support systems, resources, programming, and skills that are needed for each category.*

1=Emerging	2-Developing	3=Thriving
<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>Regular Coffee/Principal Chat</li> </ul> <p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>Parent engagement plan outlining all goals, activities, and outcomes.</li> <li>Parent Engagement Core Beliefs posted throughout school and distributed to parents</li> <li>Welcome signs posted in front of school. Office location is clear.</li> <li>Climate and Culture survey</li> <li>Principal office hours posted</li> <li>Culturally relevant curriculum</li> <li>Suggestions for staff on how to communicate and problem solve with families</li> <li>Communication log for each classroom and office</li> <li>List of required communications with parents (parent-teacher conferences, weekly progress reports, etc.)</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Staff discussions about how to make parent engagement efforts culturally relevant</li> <li>Staff training on communicating with parents in a way that encourages partnership</li> </ul>	<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>Action Team for Partnership (made up of staff and parents) responsible for coordinating and implementing parent engagement efforts.</li> </ul> <p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>Weekly newsletter</li> <li>Bilingual office staff</li> <li>Parent Engagement bulletin board with welcoming messages</li> <li>Method for collecting and analyzing parent involvement data</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Staff discussions about how to make curriculum and parent engagement efforts culturally relevant</li> <li>Professional development for office staff on creating welcoming environment for families</li> <li>Staff development on the value and utility of parent engagement</li> </ul>	<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>Pre-conferences with parents to discuss their hopes and dreams for their students.</li> </ul> <p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>Weekly newsletter with parent engagement component</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Significant professional development on cultural competency</li> </ul>
<p><b>District Support:</b></p> <ul style="list-style-type: none"> <li>Partnering with community to fundraise and develop communication strategies and structures at school sites.</li> </ul>		

### Standard 3: Parent Volunteering Program is Welcoming and Structured

Families and school staff have trusting relationships and engage in regular, two-way, meaningful communication about student learning. There is a welcoming and engaging climate with strong relationships and communications between families and staff.

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs. School welcomes all parents to volunteer their services in school or individual classrooms. There is a structured parent volunteer program that includes parents from all backgrounds.

1=Emerging	2-Developing	3=Thriving
<ol style="list-style-type: none"> <li>1. Parents are recruited on an event basis and usually in writing</li> <li>2. School recognizes volunteers for their time and efforts in school newsletter</li> <li>3. School encourages families and the community to be involved with the school in various ways (e.g. assist in classrooms, monitor halls, lead talks or activities, serve as audiences)</li> <li>4. Parent volunteers have adequate and appropriate space to complete volunteer tasks at school.</li> <li>5. Conducting annual surveys to identify interests, talents, and availability of parent volunteers to match their skills and talents with school and classroom needs.</li> <li>6. Schools make sure parents understand how to successfully complete the tasks they are volunteering for.</li> <li>7. School successfully recruits a small number of volunteers for most school events. These are often the same parents.</li> </ol>	<ol style="list-style-type: none"> <li>1. School posts a list of volunteer opportunities (bulletin board, newsletters, events) and actively recruits parent volunteers.</li> <li>2. Parents are thanked publicly at an annual volunteer appreciation event.</li> <li>3. School identifies and reaches out to families who are not involved at the school to identify interests, concerns and priorities.</li> <li>4. School provides a parent or family room for volunteers and family members to meet and work, and to access resources about parenting, tutoring, and related topics.</li> <li>5. Creates flexible volunteering opportunities and schedules, enabling employed parents to participate.</li> <li>6. Training is provided for volunteers</li> <li>7. Volunteers are visible in all school events</li> <li>8. School keeps a record of parent volunteers (name, date, contact info., task)</li> </ol>	<ol style="list-style-type: none"> <li>1. The school has established a volunteer program to ensure that parents are in classrooms and at school events.</li> <li>2. Parent volunteers are recognized monthly as well as at an annual volunteer appreciation event.</li> <li>3. School is successful in involving traditionally uninvolved families in volunteer opportunities at the school.</li> <li>4. Providing a parent or family room for volunteers and family members to meet. Assigning a school staff member to assist parents in accessing the resources they need.</li> <li>5. School reduces barriers to parent participation by providing childcare, food and by addressing the needs of English language learners.</li> <li>6. Parent leaders are trained in facilitation skills such as brainstorming, role-plays, and small-group activities.</li> <li>7. There is a large and diverse number of volunteers that support school events.</li> <li>8. School keeps a record of parent volunteers (name, date, contact info., task)</li> <li>9. Each classroom (and office) has a room parent who is trained to support the teacher and the school.</li> <li>10. School schedules special events at different times of the day and evening so that all families can attend as audiences</li> </ol>

### Standard 3: Parent Volunteering Program is Welcoming and Structured

*Below are the support systems, resources, programming, and skills that are needed for each category.*

1=Emerging	2-Developing	3=Thriving
<p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>• Parent engagement plan outlining all goals, activities, and outcomes.</li> <li>• Designated staff member responsible for publicizing school events (flyers, auto-dial, etc.)</li> <li>• Parent volunteer log in each classroom and in office</li> <li>• Document with volunteer opportunities distributed at beginning of year.</li> <li>• Parent volunteer interest survey</li> <li>• Parent volunteer guidelines</li> </ul>	<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>• Parent volunteer training</li> <li>• Parent Appreciation Night</li> </ul> <p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>• Parent Engagement bulletin board with volunteer opportunities</li> <li>• Method for collecting and analyzing parent volunteerism data</li> <li>• Designated staff member responsible for coordinating parent volunteer program</li> <li>• Parent room open to volunteers during limited hours</li> <li>• Food and childcare at evening parent events</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Staff development on utilizing parent volunteers</li> </ul>	<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>• Parent leader facilitation trainings</li> </ul> <p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>• Room Parents in each classroom</li> <li>• Parent room open during school hours</li> <li>• Parent Engagement bulletin board with volunteer recognitions</li> <li>• Food and childcare at each parent event</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>District Support:</b></p> <ul style="list-style-type: none"> <li>• Conducting a general grade level, site-specific survey with the intention of identifying the interests, talents and availability of parents, so that a volunteer's skills can be effectively matched to suit the needs of the school and support the desire of family members to become more involved.</li> <li>• Designating a dedicated space for family members and community volunteers to meet, conduct trainings, work on projects, access resources, use computers, participate in workshops or tutoring that help them become more effective volunteers for their schools</li> <li>• Reducing barriers for parents to volunteer by providing transportation vouchers, childcare, and translation of all materials related to families at a level that accurately reflects the demographics of the school.</li> <li>• Holding an annual end of the year celebration honoring the parents and volunteers at our schools. The District Superintendent, and members of the School Board will host this event. (Principals will attend if logistically possible).</li> <li>• Supporting each school create a list of opportunities (i.e. assist in classrooms, monitor hallways, answer phones, copy papers, work in lunchrooms, etc.) for volunteer participation. This list should include activities that occur in both the morning, afternoon and evenings to accommodate working parents.</li> <li>• Supporting volunteer coordinators at sites to ensure that families/volunteers have completed necessary paperwork, follow sign-in procedures and have been instructed on the required skill set to help them be successful at their tasks.</li> <li>• Room parents</li> <li>• Training of parents</li> </ul>		

## Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions. The school climate and culture is respectful and culturally sensitive and welcomes all families to engage in the education of their child. The schools' programming and communications for family engagement are student- and learning- centered. The school provides guidance for families to effectively and regularly monitor their student's progress on academic goals. The school provides guidance for families to effectively and regularly reinforce and guide their student's learning. There are clear two-way communication channels to share information about student work, student needs (academic and behavioral) the curriculum, state tests, school and student results, and report cards.

1=Emerging	2-Developing	3=Thriving
<ol style="list-style-type: none"> <li>1. Folders with student work are sent home monthly for parent review and comment.</li> <li>2. School staff and teachers provide general information on how families can support learning at home and on how they can create an environment conducive to learning.</li> <li>3. Parents receive academic progress reports at least monthly.</li> <li>4. Formal conferences with every parent/caregiver at least once a year</li> <li>5. There is consistent written communication with families of students having academic or behavior problems and supports available.</li> <li>6. For middle and high schools, school staff is responsive to families that seek information to help them make good decisions about their child's academic and career pathways.</li> <li>7. Parents/families receive their child's CST scores, benchmark assessments, tests, report card grades, etc., and are provided with a written explanation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Folders with student work is sent home weekly for parent review and comment.</li> <li>2. School staff and teachers build the capacity of families to support what their students are learning at home by sending home suggestions, sharing resources and holding parent education and training events that are relevant to grade-level skills.</li> <li>3. Parents receive academic progress reports at least monthly. Parents are informed of how to support learning at home.</li> <li>4. Formal conferences with every parent/caregiver at least twice a year.</li> <li>5. There is regular written and face-to-face communication with families of students having academic or behavior problems. Parents are personally connected to supports available and receive specific strategies for supporting their student at home.</li> <li>6. For middle and high school students, school provides training for parents/families to help their children set academic goals and to have a say in the courses and programs available to them.</li> <li>7. Parents/families are given information about their children's academic improvement areas based on CST scores, benchmark assessments, tests, report card grades, etc. Parents are given strategies to support their student's academic performance at home.</li> </ol>	<ol style="list-style-type: none"> <li>1. Folders with student work is sent home weekly for parent review and comment. Parents are regularly informed of how to support learning at home.</li> <li>2. School staff and teachers build the capacity of families to support what their students are learning at home through modeling instruction strategies and inviting their participation in classroom learning. Teachers regularly suggest activities that parents can do at home to support their student's learning that are tailored to the student's specific needs and goals. There if follow-up and feedback.</li> <li>3. Parents receive academic progress reports weekly. Parents are regularly informed of how to support learning at home.</li> <li>4. Regular written and face-to-face communication with families of students having academic or behavior problems. Parents are personally connected to supports available. There is follow-up to evaluate growth.</li> <li>5. Formal conferences with every parent/caregiver at least twice a year. Meetings include the support staff that provides services for the child.</li> <li>6. For middle and high schools, programs and/or information are pro-actively available to and are used by families to help them make good decisions about their child's academic and career paths.</li> <li>7. Parents/families are trained to identify their children's academic improvement areas based on CST scores, benchmark assessments, tests, report card grades, etc. Parents are given strategies to support their student's academic performance at home.</li> <li>8. Parents/families are informed regarding English, Math, Social Studies, and Science grade level curriculum to support their children. School offers specific strategies needed to improve reading success.</li> <li>9. School provides opportunities for parents/families to learn about college, careers, and post-secondary plans available to their children</li> </ol>

## Standard 4: Learning at Home

*Below are the support systems, resources, programming, and skills that are needed for each category.*

1=Emerging	2-Developing	3=Thriving
<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>• Family Math Night</li> <li>• Family Reading Night</li> </ul> <p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>• Parent engagement plan outlining all goals, activities, and outcomes.</li> <li>• Learning at home activities to distribute to parents</li> <li>• Home/school folders</li> <li>• Monthly progress reports. More often for high need students.</li> <li>• Career pathway materials (secondary schools)</li> <li>• Parent friendly CST data</li> </ul>	<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>• Parent teacher conferences twice per year</li> <li>• Weekly folder distribution process</li> </ul> <p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>• Learning at home component in school newsletter</li> <li>• Learning at home activities aligned with individual students' needs to distribute to parents</li> <li>• Weekly progress reports for high need students.</li> <li>• Designated staff member responsible for coordinating, copying and distributing information for weekly folders.</li> <li>• Benchmark data made available to parents</li> </ul>	<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>• Date with data nights for parents to provide parent friendly assessment information.</li> <li>• Training for parents on math and reading programs</li> </ul> <p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>• Weekly progress reports</li> </ul>
<p><b>District Support:</b></p> <ul style="list-style-type: none"> <li>• Offering training for site staff to conduct parent workshops on Learning at Home</li> </ul>		

## Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Families have a voice in all decisions that affect children. School develops parent leadership and empowers them to partner in decision-making. School ensures that families participate in collaborative strategic planning for school improvement.

1=Emerging	2=Developing	3=Thriving
<ol style="list-style-type: none"> <li>1. School has a school plan and program for family and community engagement.</li> <li>2. Parent representatives are on the school site council, improvement team, or other committees with decision-making power and/or influence.</li> <li>3. The school guides parent leaders to contact parents who are less involved for their ideas.</li> <li>4. Has defined roles and responsibilities for FRC staff and family leaders</li> <li>5. School has established a family engagement and leadership team that designs and coordinates parent engagement efforts at the school (ie. PTA subgroup).</li> <li>6. Informs parents about the planning and improvement of school programs.</li> </ol>	<ol style="list-style-type: none"> <li>1. School develops the school's plan and program for family and community engagement with input from educators, parents, and partners and shares with all stakeholders in the school community.</li> <li>2. Parent representatives, that represent the school and community, are on the school site council, improvement team, or other committees with decision-making power and/or influence</li> <li>3. Recruits parent leaders for committees from all racial, ethnic, socio-economic, and other groups in the school.</li> <li>4. Sets clear and measurable goals for the FRC that are aligned with the school wide vision and goals.</li> <li>5. School has an active family engagement and leadership team that meets regularly and informs decisions about how to engage parents in the academic process. (Action Team for Partnership)</li> <li>6. Involves parents in the planning and improvement of school programs</li> <li>7. Has parents represented on district-level advisory council and committees</li> </ol>	<ol style="list-style-type: none"> <li>1. Refers to plan throughout the year to ensure that all family engagement activities are tied to its implementation.</li> <li>2. Parent representatives, that represent the school and community, are on the school site council, improvement team, or other committees with decision-making power and/or influence. The decisions made by these bodies represent the views and needs of all families.</li> <li>3. Maintains trained parent leaders for committees from diverse racial, ethnic, socio-economic, and other groups in the school.</li> <li>4. Sets clear and measurable goals for the FRC that are aligned with the school wide vision and goals and evaluates the family engagement program on a regular basis to inform program improvement.</li> <li>5. School has a diverse family engagement and leadership team that leads family engagement strategies at the school site.</li> <li>6. Involves parents in organized, ongoing, and timely ways in the planning and improvement of school programs</li> <li>7. Has an active, parent organization that represents diverse racial, ethnic, socio-economic, and other groups in the school, that monitors parent rights and responsibilities</li> </ol>

## Standard 5: Shared Power and Decision Making

*Below are the support systems, resources, programming, and skills that are needed for each category.*

1=Emerging	2-Developing	3=Thriving
<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>• PTA, SSC, ELAC</li> </ul> <p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>• Parent engagement plan outlining all goals, activities, and outcomes.</li> <li>• Easily accessible and regularly updated parent contact information (including email addresses) and approval for other parents to use?</li> <li>• Written document for FRC that defines roles and responsibilities.</li> <li>• Current guidelines for governing PTA, SSC, ELAC and other parent organizations</li> <li>• Method for identifying traditionally uninvolved families</li> <li>• Family friendly school improvement plan</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Communication and parent leadership and engagement training for parent leaders</li> <li>• Administrative professional development on the role and utility of parent organizations</li> </ul>	<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>• A plan to get input from all stakeholders (ie. Include review of plan to Staff, SSC, PTA meeting agendas) regarding family and community engagement plan and activities</li> <li>• School Improvement Team</li> <li>• Action Team for Partnership (made up of staff and parents) responsible for coordinating and implementing parent engagement efforts.</li> </ul> <p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>• Designated staff member and parent leader (from each parent organization) responsible for recruiting and maintaining a diverse representation within each organization.</li> <li>• School calendar that includes all parent meetings distributed at the beginning of the year</li> </ul>	<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>• Parent leadership training</li> </ul>
<p><b>District Support:</b></p> <ul style="list-style-type: none"> <li>• Establishing a Parent Board (Regional Governance) with decision making power</li> <li>• Honoring the work of the Family Engagement Collaborative</li> <li>• Supporting schools communities to choose what works best for individual sites</li> <li>• Providing families with more opportunities to become district partners for analyzing and solving problems facing our schools (ie: state funding, school closure, etc)</li> <li>• Provide administrative professional development on the role and utility of parent organizations</li> </ul>		



## Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students and the school with businesses, agencies and other groups, and provide services for the community. School partners with community groups to strengthen families and support student success.

Linking families to community services. School organizes support from community partners.

**DOES OUSD HAVE SOME SORT OF COMMUNITY COLLABORATION DOCUMENT SINCE THEY ARE MOVING MORE TO THAT MODEL?**

1=Emerging	2-Developing	3=Thriving
<ol style="list-style-type: none"> <li>1. School involves families in locating and using community resources by providing a resource directory for parents and students on community agencies, services, and programs</li> <li>2. School determines families' needs and preferences for additional programs or services they need to support their children's achievement from data collected from at least 50% of the school's families.</li> <li>3. The school has some idea of what resources and assets exist in the community. The school partners with community based organizations.</li> </ol>	<ol style="list-style-type: none"> <li>1. School partners with community agencies to provide families with coaching, training, and other resources (ESL courses, computer courses, leadership training, etc.)</li> <li>2. School determines families' needs and preferences for additional programs or services they need to support their children's achievement from data collected from at least 50% of the school's families.</li> <li>3. The school knows what resources and assets exist in the community that meets the needs of their families. The school partners with community based organizations.</li> </ol>	<ol style="list-style-type: none"> <li>1. School provides a "one-stop shop" at the school for family services through partnerships of school, counseling, health, recreation, job training and other agencies by providing a dedicated space for a Family Resource Center that operates during extended hours.</li> <li>2. School determines families' needs and preferences for additional programs or services they need to support their children's achievement from data collected from at least 50% of the school's families. Families play a role in developing delivering programs and services.</li> <li>3. The school knows what resources and assets exist in the community. The school partners with community based organizations in ways that is directly aligned to the school's goals.</li> <li>4. School works with local businesses, industries, parks, museums, and other organizations on programs to enhance student skills, learning and offer after school programs for students</li> </ol>

**Standard 6: Community Collaboration and Resources**

*Below are the support systems, resources, programming, and skills that are needed for each category.*

1=Emerging	2-Developing	3=Thriving
<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>• Parent engagement plan outlining all goals, activities, and outcomes.</li> <li>• Resource need survey</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>• Regular meetings with community partners</li> </ul> <p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>• Regular meetings with community partners to plan sustainability models.</li> </ul> <p><b>Resources/Tools:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>District Support:</b></p> <ul style="list-style-type: none"> <li>• Establishing a central district parent center</li> <li>• Supporting fundraising for site based family resource centers</li> <li>• Teachers and families work with CBO's to develop solutions to local problems.</li> <li>• School determines families' needs and preferences for additional programs or services they need to support their children's achievement from conversations with a few families or general demographic data.</li> </ul>		