



# Family Engagement Best Practices Rubric and Assessment

## \_\_\_\_\_ School District

### Family Engagement Collaborative

\_\_\_\_\_ School District affirms that the involvement of family and community partners is critical to student success. To better engage our families and community partners, the \_\_\_\_\_ School District shall strive to utilize the histories and cultures of our families, community and students as the foundation of an educational program that ensures every student is eager to be a world-class citizen. Collaborative decision-making processes shall be incorporated in appropriate district actions to improve student outcomes. \_\_\_\_\_ School District shall strive to actively build partnerships with families and the community by:

#### **Fostering safe and welcoming environments**

A safe and welcoming environment means that all visitors to a school are recognized, greeted, treated respectfully and provided the best information possible about our schools. \_\_\_\_\_ School District recognizes that a welcoming environment is a balance between open schools and the protection of our students. All visitors will be welcome in our schools, but school personnel shall continue to require proper identification of visitors to ensure the safety of our students and the proper educational environment for students.

#### **Strengthening relationships and capacity with families, teachers, schools, district administrators and community partners**

\_\_\_\_\_ School District recognizes the importance of families as educators in their student's lives. \_\_\_\_\_ School District respects and honors the insights, knowledge and skills that families contribute to the success of their students and schools. \_\_\_\_\_ School District believes that working together with families and the community is the best way to increase student success. \_\_\_\_\_ School District, through curriculum selection committees, instructional councils, health and wellness committees, parent organizations, Title I resources and many other committees upon which families and community have representation, will share resources and seek the advice of the community for development of educational programs. These committees represent the epicenter of information sharing and capacity building.

#### **Expanding communication between families, community partners and schools**

Effective communication is a way of sharing information in which the expertise and insights of both families and schools are validated and utilized to improve the lives of students. Communication includes active listening with the intent to understand and enter into respectful dialogue with all involved parties.

Effective communication is critical to provide clarity regarding the academic and social-emotional needs of students and to increase the number of family members engaged in their child's/children's education. \_\_\_\_\_ School District accepts the responsibility of communicating district decisions, goals and academic programs. \_\_\_\_\_ School District encourages families and community partners to actively participate and listen to information so meaningful dialogue may take place between the district and the community.

### **Cultivating Equitable & Effective Systems**

Equitable and effective systems exist when every school, regardless of geographic location, institutionalizes strategies for ensuring that all students and families are adequately served. As outlined in Board of Education policy, \_\_\_\_\_ School District shall strive to integrate innovative educational programs to address the diverse needs of students, ensure that each student succeeds and close the educational gap. \_\_\_\_\_ School District must provide the necessary supports to teachers in each school to establish an effective academic environment that supports the success of each student in collaboration with family and community members.

## Elements of the School Assessment Tool

### 1. The Seven Foundations

Family Engagement best practices classifies activities into seven key foundations. The foundations provide the basic structure of the *School Assessment Tool*. They describe how school communities can strengthen engagement with families and the community to improve student learning outcomes.

### 2. Outcome Statement

Outcome statements provide schools with guidance about the types of practices and behaviors the school could achieve. The outcomes can be measured or evaluated through the collection of data or observation.

- A. **Communication:** Effective communication is a two-way exchange between families and schools that involves information sharing and opportunities for schools and families to learn about each other.  
**Outcome:** Effective two-way communication between families and school using a range of strategies to regularly seek and share information about students' achievements and learning needs, school policies, practices and community initiatives.
- B. **Strengthening relationships and capacity:** Inclusive school policies, practices and programs build a culture of welcome, inclusion and belonging for all families that reflects and respects diversity within the school's community.  
**Outcome:** School policies and practices, learning activities and community building initiatives have built a culture of welcome, inclusion and belonging that reflects and respects the diversity within the school community.
- C. **Connecting learning at home and at school:** Connections between families and school that promote student learning and high expectations from both teachers and family contribute to students' success at school.  
**Outcome:** Families and the school share responsibility for student learning and wellbeing. They work together to create positive attitudes to learning, develop shared understandings of how children learn and learning programs and build on families' capacity to support learning at home.
- D. **Recognizing the role of the family:** Families, as the first and continuing educators of their children, assist and encourage their children's learning in and out of school and support school goals and directions.  
**Outcome:** School policies, practices and programs acknowledge families as partners in their children's education. Schools recognize and build on the capacity of families to assist and encourage their children's learning in and out of school and support school goals and directions.
- E. **Shared Decision making:** Families play meaningful roles in the school decision-making processes through parent representative bodies, committees and other forums.  
**Outcome:** Families and community members are active contributors to school decision making and planning processes. They engage in relevant decisions about supporting student learning, school policy and practice and community building initiatives.

F. **Collaborating with Community:** Developing relationships with government and non-government agencies, community groups, businesses and other educational providers strengthens the ability of schools and families to support their children's learning and development outcomes.

**Outcome:** School has strategically developed on-going relationships with government and non-government agencies, community groups, businesses and other educational providers which enhance learning opportunities and outcomes for students and families.

G. **Participating:** Every member of the school community has something to offer and families' time, energy and expertise supports learning and school programs in many ways.

**Outcome:** Families and community members contribute to the life of the school in ways that reflect their interests, skills, experience and capacity to do so.

Elements of effective practice				Your Current Level
	Level I	Level II	Level III	
<p><b>1A</b> Using a variety of communication methods to seek and share information</p>	<p><b>The school keeps families informed of upcoming events in a variety of ways, including regular print and electronic notices, in the languages spoken in the community.</b> <i>For example, the school uses newsletters, fliers, e-mail, automated phone calls, and text messages in the home languages of families as needed.</i></p>	<p><b>School staff develops connections with families through multiple two-way communication tools, including personal calls, e-mails and notes.</b> <i>For example, families who are not fluent in English are given up-to-date information through bilingual staff or family volunteers who are available at times convenient for these families.</i></p>	<p><b>Families, the community, and school staff communicate in numerous interactive ways, both formally and informally.</b> <i>For example, school and family leaders take part in community forums, use appropriate forms of media, including community radio and newspapers, and networks, including online social networking, to engage families.</i></p>	Level
<p><b>1B</b> Reporting student achievements in culturally sensitive and respectful ways</p>	<p><b>Information about student achievement is clearly communicated to families in relevant community languages.</b> <i>For example, interpreters are used during family-teacher conferences/meetings.</i></p>	<p><b>Teachers implement a systematic effort to maximize family participation at family-teacher meetings.</b> <i>For example, translating information into community languages, holding the meetings at a variety of locations, offering flexible times, follow-up telephone calls to families who do not reply to invitations.</i></p>	<p><b>School offers information to families to assist them to participate collaboratively in family teacher conversations.</b> <i>For example, a calendar of meetings to review assessments and testing programs, is published at the beginning of the school year.</i></p>	Level
<p><b>1C</b> Consulting with all families to identify issues and concerns within the school</p>	<p><b>School creates and administers a family engagement survey*. The results guide the development of family engagement goals.</b> <i>For example, school staff and the principal meet to discuss the survey results and plan strategies to address the findings.</i> *May also use an existing survey such as the Title I or Quality of Education.</p>	<p><b>The family survey is translated into multiple languages and communicated in various ways, including in person, online, in print and by phone, and made available to all families. Results are posted on the school's website and discussed.</b> <i>For example, the school organizes a range of activities to discuss survey results with families and seek additional feedback.</i></p>	<p><b>Family survey results are reflected in the school plan.</b> <i>For example, programs, policies and practices are developed collaboratively by students, teachers, school leaders, families and community members to meet the needs of families as identified in the survey.</i></p>	Level

<p><b>1D</b> Ensuring that all families have access to school leaders</p>	<p><b><i>School leaders have a visible presence within the school.</i></b> <i>For example, school leaders make a point of being at the school's entrance when families drop-off/pick-up their children.</i></p>	<p><b><i>The principal and other school leaders meet regularly with families in small groups or one-to-one as needed, in school and in different community locations.</i></b> <i>For example, school leaders organize meetings with families at various sites to discuss issues such as homework expectations and changes to school policy.</i></p>	<p><b><i>The school has formal and informal structures to support families to hold conversations with school leaders.</i></b> <i>For example, the school provides families with a range of contact options and operates an 'open door' policy for families.</i></p>	<p><b>Level</b></p>
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**Overall**

Not here yet

Developing

Building

Sustaining

**ELEMENTS-ASSESSMENT OF WHERE WE ARE NOW**

**FOUNDATION 1: COMMUNICATING**

What are our current practices?

What is working well?

What needs more work?

**OUTCOMES-ACTION PLAN**

**FOUNDATION 1: COMMUNICATION**

<b>Possible strategies, activities and initiatives we want to consider</b>	<b>Persons Responsible</b> (Who's helping?)	<b>Resources Needed</b> (What training, information or other resources are needed?)	<b>Timeline</b> (Projected Date(s))	<b>How will we measure the results?</b> (e.g., questionnaires, surveys, checklists, interviews, observations and focus groups)	<b>What Technical Assistance do we need?</b>

Elements of effective practice	FOUNDATION 2: STRENGTHENING RELATIONSHIP AND CAPACITY			Your current level
	Level I	Level II	Level III	
<b>2A</b> Developing strong relationships with ALL families	<b>Families are made to feel welcome when they enter the school.</b> For example, a staff member, using the family's home language, gives new families information about the school and a tour of the school.	<b>Family volunteers work in the front office to provide information and support to families and schools.</b> For example, a help desk is established and staffed by family volunteers, fluent in various community languages.	<b>The school employs a liaison to help families and community members become more engaged in school.</b> For example, the liaison calls new families to invite them to attend school activities, offering to meet them at the front of the school.	Level
<b>2B</b> Creating a family-friendly atmosphere	<b>The school is easy for visitors to navigate, and the community knows what is going on at the school.</b> For example, signs clearly direct visitors to the front office and an outside noticeboard keeps the community informed of upcoming events.	<b>The school is welcoming to families and community members.</b> For example, morning coffee, and other activities are scheduled for families to meet staff and learn what is happening at school and celebrate children's learning.	<b>The school is a welcoming place where all families can drop in and connect with school staff and other families.</b> For example, the school staff, together with families creates a family center, with information in various languages about the school and community resources, and staffed with family volunteers or school staff.	Level
<b>2C</b> Facilitating connections between families	<b>The school takes steps to help families get to know other families in the school.</b> For example, the school maintains current information for families to stay connected.	<b>The school provides opportunities for families to get to know each other.</b> For example, the school plans an orientation at the beginning of the year and distributes a calendar and school wide directory with staff and family listings.	<b>The school develops programs to help families connect with each other.</b> For example, the school newsletters provide information about its activities and strategies to help families build networks. The school organizes welcoming events throughout the year.	Level
<b>2D</b> Integrate innovative educational programs to address the diverse needs of students	<b>Teachers ensure that resources, classroom lessons and activities are inclusive of the diversity with the school community</b> For example, Indian Education committees are involved in planning and implementing Native American studies and education programs.	<b>School, families and community member's work together to utilize the diversity within the school.</b> For example, the school community coordinates a whole school approach to a specific day for celebrating the diversity within the school.	<b>School collaborates with families and community agencies representing all backgrounds to improve cultural understandings.</b> For example, the school and community jointly deliver Cultural Awareness training for staff.	Level

Overall rating

Not here yet

Developing

Building

Sustaining

**ELEMENTS-ASSESSMENT OF WHERE WE ARE NOW**

**FOUNDATION 2: STRENGTHENING RELATIONSHIPS AND CAPACITY**

What are our current practices?

What is working well?

What needs more work?

## OUTCOMES-ACTION PLAN

### FOUNDATION 2: STRENGTHENING RELATIONSHIPS AND CAPACITY

<b>Possible strategies, activities and initiatives we want to consider</b>	<b>Persons Responsible</b> (Who's helping?)	<b>Resources Needed</b> (What training, information, or other resources are needed?)	<b>Timeline</b> (Projected Date(s))	<b>How will we measure the results?</b> (e.g., questionnaires, surveys, checklists, interviews, observations and focus groups.)	<b>What Technical Assistance do we need?</b>

Elements of effective practice	FOUNDATION 3: CONNECTING LEARNING AT HOME AND AT SCHOOL			Your current level
	Level I	Level II	Level III	
<b>3A</b> <i>Providing multiple opportunities for all families and teachers to discuss students social and academic progress</i>	<b>Families can contact teachers in person or through e-mail, notes or phone and receive a timely response. Teachers make personal contact with all families at the beginning of the year to establish positive relationships.</b> <i>For example, teachers send home a welcome note to all families inviting their comments and providing an e-mail address or phone number.</i>	<b>Teachers and school leaders regularly contact families with positive news as well as concerns about their children. Families have an easy way to communicate with teachers on a regular basis.</b> <i>For example, the school has a website where students work and other school wide events are posted. Families can ask general questions or organize meetings with teachers as needed.</i>	<b>Teachers and families discuss students' individual learning styles, family cultural experiences, strengths, and academic and personal needs, then develop learning goals to support academic success at school and at home.</b> <i>For example, families, students and teachers are involved in the development of individual learning plans for students.</i>	Level
<b>3B</b> <i>Supporting families to participate in their child's learning</i>	<b>The school offers programs to families that will help promote learning in the home.</b> <i>For example, the school offers a series of workshops to help families better understand what is taught in mathematics.</i>	<b>The school provides families with tools to support student learning in a variety of settings.</b> <i>For example, information packages for families of students participating in community based programs include strategies to support their child's learning.</i>	<b>Schools plan regular family learning events at school and community locations.</b> <i>For example, workshops on a variety of topics that help families support learning are held in various locations and at various times.</i>	Level
<b>3C</b> <i>Developing families' understanding of learning programs and expected learning outcomes</i>	<b>Student work is displayed throughout the school in a way that shows how it meets academic standards.</b> <i>For example, teachers display students' writing tasks to demonstrate how students used skills such as clear and concise language, proper spelling and grammar.</i>	<b>Teachers explain to families what students are learning throughout the year and what good work looks like for the student's stage of learning.</b> <i>For example, teachers maintain portfolios of students' work for families to view at key times during the year.</i>	<b>Teachers and families have regular scheduled discussions about how each school program or activity links to student learning.</b> <i>For example, teachers and families discuss the various curriculum outcomes addressed by student participation in an annual school event.</i>	Level
<b>3D</b> <i>Smoothing transitions for students and families at key points in the education continuum</i>	<b>Programs are conducted to help prepare students and families for the next step in schooling.</b> <i>For example, an elementary school collaborates with the local middle school to implement a transition program for families and students.</i>	<b>School staff, students and family leaders reach out to new students and their families, offering an orientation to the school, opportunities to participate in school activities and to meet other students and families.</b> <i>For example, student leaders assign buddies to new students and the school staff connects families to family mentors.</i>	<b>A transition program developed by the school staff helps families feel connected and remain involved as their children progress through school.</b> <i>For example, information sessions explain how expectations, teaching approaches and learning skills change from elementary to middle and from middle to high school.</i>	Level

**Overall rating**

Not here yet

Developing

Building

Sustaining

**ELEMENTS-ASSESSMENT OF WHERE WE ARE NOW**

**FOUNDATION 3: CONNECTING LEARNING AT HOME AND AT SCHOOL**

What are our current practices?

What is working well?

What needs more work?

## OUTCOMES-ACTION PLAN

### FOUNDATION 3: CONNECTING LEARNING AT HOME AND AT SCHOOL

<b>Possible strategies, activities and initiatives we want to consider</b>	<b>Persons Responsible</b> (Who's helping?)	<b>Resources Needed</b> (What training, information, or other resources are needed?)	<b>Timeline</b> (Projected Date(s))	<b>How will we measure the results?</b> (e.g., questionnaires, surveys, checklists, interviews, observations and focus groups.)	<b>What Technical Assistance do we need?</b>

Elements of effective practice	FOUNDATION 4: RECOGNIZING THE ROLE OF THE FAMILY			Your current level
	Level I	Level II	Level III	
<p><b>4A</b> Valuing and building on families' knowledge of their children</p>	<p><b>Teachers consult with families at the beginning of the year about their child's goals, strengths and talents.</b> For example, teachers send a written survey in relevant community languages home with the child.</p>	<p><b>The school uses information provided by families to develop individual learning plans and school activities.</b> For example, a teacher and local community member organizes an after-school chess club for students and interested families.</p>	<p><b>Schools and families work together to develop strategies to use in the home to build on students' strengths.</b> For example, successful programs are written up as a resource for other families and schools.</p>	Level
<p><b>4B</b> Recognizing and supporting the needs of families</p>	<p><b>Teachers consult with families to find out what would help them to support their child's learning at home.</b> For example, teachers send a written survey in relevant community languages home with the child.</p>	<p><b>Schools provide culturally appropriate resources in relevant community languages to support families with their child's learning.</b> For example, bilingual math and literacy resources are developed and made available to families.</p>	<p><b>School, families and community agencies collaborate to develop a program of activities to support families.</b> For example, a series of information sessions and workshops on family related topics is delivered by professionals in the field of child development.</p>	Level
<p><b>4C</b> Removing barriers to family engagement</p>	<p><b>School consults with families to find out what would help them to support their child's learning at school or at home.</b> For example, the school uses staff and volunteers with multi-lingual skills to conduct a telephone survey of families.</p>	<p><b>The school uses the results of the consultation to develop strategies to remove barriers to family and community engagement in school activities.</b> For example, interpreter services, transportation and childcare are made available.</p>	<p><b>The school reviews school policies and programs to ensure that barriers to family engagement are eliminated.</b> For example, students are given choice of technology options, depending on availability, to complete learning tasks at home.</p>	Level
<p><b>4D</b> Acknowledging the critical role of families in their child's learning</p>	<p><b>Teachers find out what they can do to help families support their children's learning at home.</b> For example, homework sheets contain a brief outline of the expected outcomes of the tasks, and include opportunities for feedback from families and students.</p>	<p><b>Families have input into the school's homework and assessment policy.</b> For example, homework and assessment tasks include interactive activities that show families how they can use everyday activities to support learning.</p>	<p><b>The school makes its facilities and resources available outside school hours for homework and study.</b> For example, the school opens the library or computer room for afternoon or evening homework sessions where families can assist their children and gain support from teachers.</p>	Level

**Overall rating**

Not here yet

Developing

Building

Sustaining

**ELEMENTS-ASSESSMENT OF WHERE WE ARE NOW**

**FOUNDATION 4: RECOGNIZING THE ROLE OF THE FAMILY**

What are our current practices?

What is working well?

What needs more work?

## OUTCOMES-ACTION PLAN

### FOUNDATION 4: RECOGNIZING THE ROLE OF THE FAMILY

<b>Possible strategies, activities and initiatives we want to consider</b>	<b>Persons Responsible</b> (Who's helping?)	<b>Resources Needed</b> (What training, information, or other resources are needed?)	<b>Timeline</b> (Projected Date(s))	<b>How will we measure the results?</b> (e.g., questionnaires, surveys, checklists, interviews, observations and focus groups.)	<b>What Technical Assistance do we need?</b>

Elements of effective practice	FOUNDATION 5: SHARED DECISION-MAKING			Your current level
	Level I	Level II	Level III	
<b>5A</b> <i>Ensuring that all families have a voice in decisions that affect their children</i>	<b>The school informs families about issues or proposed changes, and gives them an opportunity to respond.</b> <i>For example, the school informs families in advance about changes in school activities, and offers contact information in case families have questions.</i>	<b>Family and community networks are used by the school to involve families in relevant decision making.</b> <i>For example, the school has strong links with local community groups who provide advice or resources for culturally and linguistically diverse communities and uses these links to reach out to families.</i>	<b>The school develops a policy to ensure that families have an equal voice in all relevant decisions that affect children.</b> <i>For example, the policy establishes a mechanism for family initiated suggestions to change policy and review programs.</i>	Level
<b>5B</b> <i>Involving families and community members in whole-school planning and evaluation processes</i>	<b>School uses a variety of strategies to seek input and engagement from families and community members.</b> <i>For example, the school holds focus groups and community discussions throughout the community to identify issues.</i>	<b>The school hosts meetings with families and school personnel about programs and policies to gain their ideas and feedback.</b> <i>For example, meetings are held, at the school and community settings during the day and evening with interpreters as needed, to evaluate the school's literacy program.</i>	<b>The school develops a policy to ensure that families and community members contribute to whole-school planning and evaluation processes.</b> <i>For example, the diversity within the school community is reflected in the composition of all school committees.</i>	Level
<b>5C</b> <i>Developing an effective family representative body that represents ALL families</i>	<b>Schools encourage and support the development of a family representative body. School and family leaders reach out to families who are not involved at the school to identify interests, concerns and priorities.</b> <i>For example, family leaders and school staff meet with families at community gathering spots and activities to build membership of the representative body.</i>	<b>Families from different cultural groups are supported to become involved in the activities of the school representative body.</b> <i>For example, services such as interpreters during meetings, transportation and childcare are consistently provided for school-based events and school events held in community locations.</i>	<b>Family committee leaders participate in on-going leadership training.</b> <i>For example, all families interested in leadership roles in the school are invited to participate in leadership training.</i>	Level
<b>5D</b> <i>Developing family leadership capacity</i>	<b>Schools reach out to families from diverse backgrounds and invite them to become involved in the school.</b> <i>For example, leaders greet families as they bring their children to school events, and get their ideas for family learning activities.</i>	<b>Schools recruit interested families from all backgrounds to volunteer, sit on committees and run for office.</b> <i>For example, leaders survey families to find out their interests and skills, and follow up with opportunities where they might be able to help.</i>	<b>Families are trained to co-facilitate family workshops.</b> <i>For example, family leaders are trained in facilitation skills such as brainstorming, role-plays, and small group activities that encourage everyone to speak out.</i>	Level

Overall rating

Not here yet

Developing

Building

Sustaining

**ELEMENTS-ASSESSMENT OF WHERE WE ARE NOW**

**FOUNDATION 5: SHARED DECISION-MAKING**

What are our current practices?

What is working well?

What needs more work?

**OUTCOMES-ACTION PLAN**

**FOUNDATION 5: SHARED DECISION-MAKING**

<b>Possible strategies, activities and initiatives we want to consider</b>	<b>Persons Responsible</b> (Who's helping?)	<b>Resources Needed</b> (What training, information, or other resources are needed?)	<b>Timeline</b> (Projected Date(s))	<b>How will we measure the results?</b> (e.g., questionnaires, surveys, checklists, interviews, observations and focus groups.)	<b>What Technical Assistance do we need?</b>

<b>Elements of effective practice</b>	<b>FOUNDATION 6: COLLABORATING WITH COMMUNITY</b>			<b>Your current level</b>
	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	
<b>6A</b> <i>Connecting families and students with community resources</i>	<b>Schools work with community agencies to identify resources and programs that support student learning.</b> <i>For example, local officials and community leaders are invited to staff meetings to raise staff awareness of resources in the community.</i>	<b>Schools work to identify families who may not know how to access community resources.</b> <i>For example, a multi-lingual school handbook of community resources is developed and made available to families in the school's family center and in community locations such as medical facilities, shopping centers, real estate agents and libraries.</i>	<b>School and community agencies help families better understand student options for additional resources to support their learning needs.</b> <i>For example, a register of the groups and resources available in the community is developed and made available to families through the school and electronically on the school's website.</i>	<b>Level</b>
<b>6B</b> <i>Providing families with access to community resources</i>	<b>School staff collects information for families about community resources.</b> <i>For example, the school office has a notice board and resource table with brochures about local training colleges, health services, sports teams, and service - learning opportunities</i>	<b>The school distributes information in multiple languages on local services about available programs and resources.</b> <i>For example, the school provides information about after-school tutorial programs provided at local community organizations.</i>	<b>The school is an active member of regular interagency meetings where information is shared and strategies to promote services are developed.</b> <i>For example, a community resource expo is held every year to provide information for families about their services.</i>	<b>Level</b>
<b>6C</b> <i>Creating a community hub within the school</i>	<b>The school has a family-friendly space within the school where staff and family volunteers inform families about services and programs and plan activities.</b> <i>For example, the space is available to the community to provide on-site services.</i>	<b>Outreach courses for families and community members are conducted in school facilities at various times.</b> <i>For example, the local community college uses the school's computer room to conduct evening computer related courses for families and community members.</i>	<b>Government and non-government agencies locate on school grounds.</b> <i>For example, the local ISD office uses the school family center to sign families up for assistance.</i>	<b>Level</b>
<b>6D</b> <i>Building capacity in community organizations to engage with schools and support families</i>	<b>School staff reaches out to community organizations and businesses seeking support for school activities.</b> <i>For example, workers in local businesses support the school's literacy program by volunteering an hour a week to listen to children read.</i>	<b>The school invites community leaders to be involved in school based programs.</b> <i>For example, the school establishes a mentoring program with local businesses to work with students and families to help students achieve their goals.</i>	<b>School and family leaders work with community and business representatives to develop programs to support student learning.</b> <i>For example, the school community jointly develops submissions for funding for grants to enhance community engagement.</i>	<b>Level</b>

**Overall rating**

Not here yet

Developing

Building

Sustaining

**ELEMENTS-ASSESSMENT OF WHERE WE ARE NOW**

**FOUNDATION 6: COLLABORATING WITH COMMUNITY**

What are our current practices?

What is working well?

What needs more work?

## OUTCOMES-ACTION PLAN

### FOUNDATION 6: COLLABORATING WITH COMMUNITY

<b>Possible strategies, activities and initiatives we want to consider</b>	<b>Persons Responsible</b> (Who's helping?)	<b>Resources Needed</b> (What training, information, or other resources are needed?)	<b>Timeline</b> (Projected Date(s))	<b>How will we measure the results?</b> (e.g., questionnaires, surveys, checklists, interviews, observations and focus groups.)	<b>What Technical Assistance do we need?</b>

Elements of effective practice	FOUNDATION 7: PARTICIPATING			Your current level
	Level I	Level II	Level III	
<p><b>7A</b> Providing opportunities for families and community to participate in the life of the school</p>	<p><b>The school identifies opportunities for the participation of families and other community members at all levels of the school's operation.</b> For example, school staff is surveyed at the beginning of the year to identify opportunities for family and community participation.</p>	<p><b>The school organizes formal participation programs.</b> For example, the school develops a volunteer program, sends invitation forms to all families in their home language, and coordinates the response.</p>	<p><b>The school participation program reaches out to all families and offers opportunities for volunteering.</b> For example, staff or volunteers make personal phone calls to families from diverse backgrounds to connect them to volunteering opportunities.</p>	Level
<p><b>7B</b> Supporting families to engage in student learning activities</p>	<p><b>Teachers and families work together to develop resources to support teaching and learning programs.</b> For example, families and community members help to produce resource kits that can be used to support learning in the classroom or at home.</p>	<p><b>The school implements strategies to overcome barriers to family and community engagement in teaching programs.</b> For example, interpreter services, transportation and childcare facilities are made available.</p>	<p><b>The school organizes a database of family and community skills, expertise, and backgrounds, through which teachers can find resources.</b> For example, a family member who is a writer is invited to Literacy events to work with students to improve writing skills.</p>	Level
<p><b>7C</b> Training families and community members as classroom helpers</p>	<p><b>Individual teachers train families to work with students in their classroom.</b> For example, a teacher trains a small group of families to work one-on-one with students during reading lessons.</p>	<p><b>Families and community members are invited to participate in school-wide training programs to support teaching and learning programs.</b> For example, workshops on specific aspects of literacy and math are offered throughout the year to build the capacity of families and community members to assist in classrooms.</p>	<p><b>School partners with training providers to deliver accredited courses for families and community members.</b> For example, the school and local tutoring programs jointly train families from diverse backgrounds as tutors to support students' literacy and math learning.</p>	Level
<p><b>7D</b> Building the capacity of family and community members to lead the learning of others</p>	<p><b>Family and community members with an interest and experience in conducting workshops for other families are identified.</b> For example, school staff or volunteers survey families and community members and develops a data base of workshop leaders.</p>	<p><b>School staff or volunteers develop family leaders who help meet other family's learning needs.</b> For example, family leaders are trained in workshop facilitation skills and strategies for working in culturally diverse settings.</p>	<p><b>School staff and volunteers work with families on a regular basis to develop ways to improve families' capacity to support student learning.</b> For example, the annual school plan includes strategies to build the capacity of family and community members to support the learning of others through ongoing family leadership development.</p>	Level

**Overall rating**

Not here yet

Developing

Building

Sustaining

**ELEMENTS-ASSESSMENT OF WHERE WE ARE NOW**

**FOUNDATION 7: PARTICIPATING**

What are our current practices?

What is working well?

What needs more work?

**OUTCOMES-ACTION PLAN**

**FOUNDATION 7: PARTICIPATING**

<b>Possible strategies, activities and initiatives we want to consider</b>	<b>Persons Responsible (Who's helping?)</b>	<b>Resources Needed (What training, information or other resources are needed?)</b>	<b>Timeline (Projected Date(s))</b>	<b>How will we measure the results? (e.g., questionnaires, surveys, checklists, interviews, observations and focus groups.)</b>	<b>What Technical Assistance do we need?</b>