

**Parent and Community Education and Involvement Advisory Council
Rubrics for Family and Community Engagement Standard 1**

Standard 1: Welcoming All Stakeholders

Schools create and ensure a welcoming culture and environment for all families, children and youth, school staff, and community members. Stakeholders are valued and connected to each other in support of high academic expectations, achievement, and healthy development.

Indicators	Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Excelling Highly functioning level of development and implementation embedded throughout school practice	Current Status Date _____
Developing personal relationships	School offers opportunities for families to connect with school staff and visit classrooms.	Parent group members volunteer to work in the school office to provide information and support to families and students.	Family volunteers from different neighborhoods and backgrounds are trained to serve as mentors to help other families become more engaged in the school. Families are greeted in their home language by friendly front office staff.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling
Creating a respectful atmosphere for stakeholders	The school campus is well maintained with clear signage that is welcoming to parents and visitors in the main languages spoken.	The school is a welcoming place with a designated space like a family center where families can connect with each other and staff to address issues, share information and plan family engagement activities	The stakeholders from all neighborhoods and backgrounds assume collective responsibility to identify and break down barriers to family engagement related to race, ethnicity, class, family structure, religion, and physical and mental ability.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling
Providing opportunities for volunteering	The school invites families to volunteer in field trip and fundraising activities.	The school has a family engagement action team that organizes a formal volunteer program. Parent group members and other parents and community members are welcome to volunteer their services in the school or individual classrooms.	The school volunteer program reaches out to parents and community members of all neighborhoods and backgrounds, identifies unique experiences and skills, and offers varied volunteer opportunities both at home and at school.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling
Ensuring accessible programming by removing economic obstacles to participation	The school identifies the external resources and programs to refer parents who need afterschool/enrichment programs that are free or low cost.	Family and student activities and events are free. All stakeholders collaborate to cover the costs through the school budget, parent group fundraising, and contributions from community businesses and organizations.	Stakeholders work together to plan family programs to be held at the school and in community locations such as libraries, community centers, faith-based centers, homes in different neighborhoods, and work sites.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling

**Parent and Community Education and Involvement Advisory Council
Rubrics for Family and Community Engagement Standard 2**

Standard 2: Communicating Effectively Families and school staff engage in regular, meaningful dialogue about learning, high academic expectations, achievement, and healthy development of students. Schools systematically share information and solicit input about school goals and initiatives with the broader community.

Indicators	Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Excelling Highly functioning level of development and implementation embedded throughout school practice	Current Status Date _____
Using multiple communication paths	School staff keeps students and families informed of upcoming events in a variety of ways, including regular print and electronic notices, in the languages spoken in families and the community. As issues arise, a team of administrators, teachers, families, community members and students, when appropriate, strategically look at developing issues affecting students to determine the need for a school-wide, community supported response/solution.	School staff collaborates with the school council, parent groups and family engagement staff/team to develop connections with families through multiple two-way communication tools in multiple languages. The school has a process for keeping all school families and students, when appropriate, informed of developing concerns and possible solutions in the school community.	Families, students, community, and school staff communicate in interactive ways, both formally and informally, in language that the families and students can understand, using a range of technology and media. The principal meets regularly with the school council, parent, and student government/ leadership groups and keeps them informed of current school issues, concerns and solutions.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling
Surveying families, students and community members to identify issues and concerns	The school conducts a family and student school climate survey that is translated into multiple languages. It has a high return rate and the survey results are shared and discussed with parents and students, posted at the school, and on the school and district website.	Survey data are collected annually and results are compared from year to year to assess progress. Results inform the development of family and student engagement programs and activities.	Survey results are reflected in the School Improvement Plan and are used to guide the development of the student engagement plan, family engagement programs and activities.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling
Having access to school administration	The principal and other school administrators are welcoming and available for brief conversations regarding issues and concerns and to meet with the school council or families by appointment at times that are convenient for families.	The principal and other school administrators have an open-door policy for families and share information about school-wide issues at school council meetings, with opportunities for individual follow-up discussion by appointment.	The principal and other school administrators' open-door policy extends equitably across the school community. They meet regularly with families in small groups or one-on-one as needed, in school, and in different neighborhoods.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling
Facilitating connections among families and students and community	The school and school council/parent groups take intentional steps to help parents build relationships with those beyond their own neighborhood and culture.	The school council/parent groups and school staff jointly develop programs honoring the diversity that families bring and encourage cross-cultural understanding.	School council/parent groups provide opportunities for parents to get to know each other, i.e. social events for families, including other community members.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling

**Parent and Community Education and Involvement Advisory Council
Rubrics for Family and Community Engagement Standard 3**

Standard 3: Supporting the Success of Children and Youth Families, schools, and community organizations focus their collaboration on supporting student learning and healthy development in all settings (including home, school, and community) and provide regular, meaningful opportunities for children and youth to strengthen the knowledge and skills needed to be effective 21st century citizens.

Indicators	Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Excelling Highly functioning level of development and implementation embedded throughout school practice	Current Status Date _____
Linking student work to learning standards which lead to college and career readiness for all students	Student work is displayed throughout the school in a way that shows how academic and vocational standards are being met.	The school explains to families what good work looks like under learning standards and what students are learning in the classroom throughout the year.	Families, school and community collaborate to align school events and community resources to learning standards and ensure that families and students understand and relate the standards to their learning.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling
Using standardized test results to increase student achievement	The school and district recognize the importance of analyzing student performance data and identify achievement gaps amongst and between groups of students. The school informs families, in a language they understand, about the results of standardized tests and how their children performed on the tests.	The school and district jointly analyze student performance data with constituent groups. The school, parent group and community collaborate to disseminate information through various media and multiple venues to all families about how to interpret test data, how to help their child based on the child's performance scores and what the test results indicate about the school.	The school and district jointly analyze student performance data with constituent groups and jointly develop strategies to identify and reduce achievement gaps amongst and between groups of students. Families, school personnel and community representatives participate in academic and curriculum committees to discuss how to raise expectations and achievement for every student in academic and vocational paths.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling
Helping families support learning at home and at school	Families understand the importance of supporting their children's learning at home and provide the resources for children to complete homework and other learning assignments. The school has a clear homework policy and helps families to understand how they can follow this policy at home.	The school, parent group and community collaborate to offer opportunities through various media and multiple venues for families to learn about how they can support their children's learning at home and at school.	The school, parent group and community collaborate to develop and implement ongoing, systemic strategies based upon academic performance data and needs identified by families to assist families in supporting their children's learning both at home and in school.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling
Promoting out of school time learning	The school informs all families and students, in a language they understand, of the availability and value of out of school time activities to enhance student achievement.	The school, parent group and community collaborate to offer out of school time activities to enhance student achievement.	Schools partner with diverse community organizations, local businesses, and families to provide after school programs and vocational opportunities for children and families at workplaces and in the community.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling

**Parent and Community Education and Involvement Advisory Council
Rubrics for Family and Community Engagement Standard 4**

Standard 4: Advocating for Each Child and Youth Families, schools, and community respect and value the uniqueness of each child and youth and are empowered to advocate for all students to ensure that they are treated equitably and have access to high quality learning opportunities.

Indicators	Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Excelling Highly functioning level of development and implementation embedded throughout school practice	Current Status Date _____
Helping families understand how the school and district operates and the rights and responsibilities of parents under federal and state laws	The school distributes information to all families, in a language they understand, about their children's educational rights and how the school and district operates, including its mission, goals and organizational structure.	The school, parent group and community jointly develop and disseminate information through various media and multiple venues, to all families about the school, its policies and procedures as well as children's educational rights, parent involvement opportunities, and required mandates in state and federal programs.	The school, parent group and community work together to organize parents to help other parents understand how the school operates and how to exercise their rights under state and federal education laws.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling
Developing families' capacity to be effective advocates for their children and to engage in civic advocacy for student achievement	The school distributes information to all families, in a language they understand, about procedures for how families can get questions answered and concerns addressed about their children's education.	The school, parent group and community collaborate to collect and disseminate information through various media and multiple venues, to all families about advocacy strategies and techniques, political issues and local community concerns affecting education.	The school, parent group and community work together to establish school policies and procedures that support and promote parents as advocates and active partners in decision-making at the school.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling
Learning about resources to support student achievement leading to college and career readiness	The school distributes information to all families and students, in a language they understand, about academic and vocational programs available in the school, such as tutoring programs, after school enrichment classes, Advanced Placement courses, summer programs, etc.	The school, parent group and community collaborate to develop and disseminate information through various media and multiple venues, to all families about available programs and resources, both in the school and in the community, for academic and vocational support and enrichment.	The school, parent group and community collaborate to create a family resource center that is accessible to all families and provides information about services that support achievement, makes referrals to academic and vocational programs and helps plan family, school and community events and programs.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling
Helping students and families make smooth transitions and ensure that students are college and career ready	The school offers information and resources to all families and students, in a language they understand, about transitions from one grade to the next and about the educational options and post-secondary opportunities available in the school and community.	The school and parent group provide orientation programs to help students and families prepare for the next grade level or school. The school and parent group provide programs to help students and families make informed decisions that connect career interests with academic programs.	A comprehensive program is developed jointly by the school and parent group to help families stay connected and remain involved as their children progress through school. Partnerships are created between the school, local colleges and universities, and community businesses to expand opportunities for career exploration and preparation.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling

**Parent and Community Education and Involvement Advisory Council
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Standard 5: Sharing Power and Responsibility Families, school staff, and community partners have equal access, voice and value in informing, influencing, and creating policies, practices, and programs affecting children, youth and families.

Indicators	Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Excelling Highly functioning level of development and implementation embedded throughout school practice	Current Status Date _____
Ensuring that all stakeholders have a voice in all decisions that affect children	Schools and the school district develop a formal needs assessment and identify parent groups, local businesses, community agencies, and other community groups that have a vested interest in improved school performance and budgetary, curricular and policy decisions.	Using a formal needs assessment schools and the school district initiate meetings with families, parent groups, local businesses, community agencies, and other community groups to inform them of budgetary, curricular and policy decisions	Using a formal needs assessment the individual schools and the school district plan meetings with families, parent groups, local businesses, community agencies, and other community groups to discuss, plan, and implement budgetary, curricular and policy decisions. Meetings are held in convenient locations and at convenient times.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling
Developing effective parent engagement groups that represent all families	Existing parent organizations identify the current status of parent engagement and identify under represented groups.	Under-represented groups are identified and encouraged to become partners in the improvement of school performance.	Under-represented groups are actively solicited and trained to be effective participants in the improvement of school performance.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling
Developing parent leadership	The school district recognizes the need for informed and skilled parent leaders. It begins to identify necessary skills and develop plans to implement training	The school district provides leadership training for parents.	Schools and the school district provide leadership training for parents. Members of under represented groups are actively solicited for training.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling
Connecting families and schools to local officials	Parent and community groups recognize the importance of developing close ties with local elected officials.	Officials are encouraged to respond to position papers generated by parent and community groups regarding improved school performance.	Elected and appointed officials are personally invited to share their views and respond to position papers generated by parent and community groups regarding improved school performance.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling

**Parent and Community Education and Involvement Advisory Council
Rubrics for Family and Community Engagement Standard 6**

Standard 6: Partnering with the Community Families and school staff collaborate with community partners to connect students and families to expanded learning opportunities and community services in order to support achievement and civic participation.

Indicators	Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Excelling Highly functioning level of development and implementation embedded throughout school practice	Current Status Date _____
Linking to community resources	School staff and the parent group and/or the school site council collect and make available information for families about community resources.	School staff determines families' needs and works to identify community resources to match those needs. The school staff shares information with families.	School staff and school volunteers (and a paid parent liaison, if one is in place) use the school's family resource center as a place to inform families about services, make referrals to programs, and help with follow-up.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling
Partnering with community groups to strengthen families and support student success	The identified organized parent group and/or school site council is aware of local community agencies and posts notices of their events and services in the school.	School staff and the parent group and/or the school site council reach out to community organizations to explore service provision to some of the school's children and families. School staff also reach out to businesses to solicit donations (of services or human resources) and/or sponsorship of events.	Community and business representatives work with school and parent leaders to assess the school community's needs. They then develop partnerships and programs to support student success and align with school (and district) priorities. Together, the school and its partners find creative solutions to funding and staffing needs. These relationships are formalized with memoranda of understanding.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling
Turning the school into a hub of community life	The school building is open for use by outside groups in the evenings and weekends.	School facilities such as the computer lab, library/media center, classrooms, and gym are open year-round for broad community use. School families and the surrounding neighbors (seniors, etc.) participate in the programming offered by outside agencies.	The school offers resources and activities for the whole community, drawing on community agencies, organizations, and other educational institutions. The school is open extended hours for use by outside groups to provide services and educational opportunities to the school's families and the community.	<input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Excelling