From Starting to Sustaining Session A

Strand 5, Family Engagement
2019-2020

Virginia Tiered Systems of Supports

VIRGINIA DEPARTMENT OF EDUCATION

Professional Learning Event for State Grantees: Family Engagement, Strand 5

Table of Contents

During three days throughout this school year, participants will explore six essential components of meaningful family engagement in multi-tiered systems of supports that deepen family and school commitment to authentic partnership while increasing specific student and family outcomes across domains.

Today's Learning Intentions – What we will know and do…

- Identify the value of and strategies for collecting key data on family perceptions and participation
- Identify connections of family and community engagement efforts to student indicators
- Identify strategies for engaging families and community partners in data-based planning and implementation of systems and practices
- Develop or refine a vision for family and community engagement based on currently collected or needed data

The VTSS Framework: The Implementation Matrix

1. Aligned Organizational Structure

2. Data Informed Decision Making

3. Evidence-Based Practices

4. Family, School, and Community Partnerships

5. Monitoring Student Progress

6. Evaluation

The Virginia Tiered Systems of Supports IMPLEMENTATION MATRIX for Divisions

1. Aligned Organizational Structure: The elements of a tiered system exist at the division, school, and classroom levels and are compatible.					
Features	**Exploration**	**Installation**	**Initial Implementation**	**Full Implementation**	**Alignment to Evaluation Tools**
1.A Leadership **(Getting a functional team together and helping schools do the same)**	Exploration team assembles a division leadership team (DLT) of functional size and includes executive leadership authority to approve and support team decisions (i.e. funding, resource allocation, IT support, positions, etc.).	The DLT members are representative of the division *and* community demographic and inclusive of superintendent. Knowledgeable coordinator(s) with adequate time to facilitate.	The DLT team follows a process with meeting norms, regular attendance at monthly meetings, a commitment to input from diverse stakeholders and defined team roles. Meeting notes are easily accessible and shared within 1 – 2 days.	The DLT team process includes a data driven decision making protocol that is a way of work in the division and schools with evidence of follow up on action items.	DCA: 1, 2, 3, 4 TFI: 1.1, 1.2, 2.2, 3.2 A-TFI: 1.1 2.1, 3.1
1.B Teaming **(Making sure the team is knowledgeable and fits with other teams)**	The DLT analyzes and organizes current internal and external teaming structures to align outcomes, personnel and resources (e.g. Working Smarter). The DLT analyzes current teaming structures for duplication of effort and eliminates where possible.	The DLT ensures all team members have VTSS knowledge and the skills for implementation.	The DLT supports schools with a parallel infrastructure of knowledge, skills, and teaming structures.	The DLT establishes a process to revise teaming structures as necessary based on need (e.g. population fluctuations, budgetary needs, outcome data).	DCA: 4, 17 TFI: 1.1, 2.1, 3.1 A-TFI: 1.2a, 1.2b, 2.1, 3.1

Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
1.C Planning **(The team now aligns the work for implementation)**	The DLT aligns VTSS with strategic plans, school improvement plans and other corrective action plans as necessary (i.e. OCR, RDA). The DLT examines internal barriers and system capacity to support schools.	Division allocates stable funding for VTSS. The DLT defines a process to select early adopter schools or demonstration sites for VTSS.	The DLT utilizes all available data to determine priorities for implementation and develop action steps that are aligned to the improvement of student outcomes. The DLT supports buildings in developing and aligning school implementation plans with school improvement and/or division strategic plans.	The DLT members define a process for building capacity for implementation aligning existing plans. The district manages a process to hire new staff and support current staff with the knowledge, skills and abilities to support VTSS implementation.	DCA 5, 6, 7, 8, 9, 11, 18, 20 TFI: 3.5 A-TFI: 1.2a
1.D Communication **(The team communicates the work of implementation with each other and also with stakeholders)**	The DLT reviews current division communication plans and explores a means to develop a communication plan for VTSS and/or integrate the language of VTSS implementation into existing communication plans.	The DLT develops a communication plan for VTSS that is written and accessible. Communication plans include: stakeholder groups, type of information to share and receive from stakeholders, responsible communicator within groups, and frequency.	The DLT utilizes documented communication plan on VTSS implementation. Relevant information within communication plan includes: number of schools implementing, stage of implementation for schools, internal capacity, fidelity of implementation, impact on student outcomes, and stakeholder information.	The DLT utilizes the communication plan to report policy relevant information (with feedback loops) for all stakeholders including school board. Stakeholders report the communication plan has been effective.	DCA 10, 12, 16 TFI: 1.10, 1.11 A-TFI: 1.2a, 1.10, 1.11, 1.5b, 2.4, 3.1

Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
1.E Aligned Definitions of Multi-Tiered Supports **(Establishing the data, practices, and systems across all three tiers)**	The DLT begins to inventory all innovations (identified in all three tiers) for efficiency, efficacy, and potential gaps through Initiative Mapping and Pre-Mapping Activities.	The DLT completes a needs assessment (in conjunction with the initial inventory) and begins action planning to address the gaps in data, systems and/or practices to meet the needs of diverse learners.	The DLT works with SLTs to define, communicate and allocate resources around the instruction and interventions within the three tier framework. The DLT guides schools in their development of supports to align with the division framework of data, systems, and practices (Tier Definition).	A functioning three-tiered framework is in place that includes the supports needed to meet the needs of all students. The DLT demonstrates the capacity to support the sustained implementation of the three-tiered framework in all schools.	DCA: 8, 9, 21,22, 24 TFI: 2.5, 2.6, 2.7, 2.8, 2.9, 3.13 A-TFI: 1.3, 1.4a, 1.4b, 1.8, 1.14, 2.1, 3.1, 3.3
1.F Aligned and Effective Resources for Multi-Tiered Supports **(Operationalizing the multi-tiered system)**	The DLT explores options for organization around providing evidence based interventions, including schedules, resources, desired group size and need for professional development.	The DLT develops a guidance document describing appropriate group size, time allotment, staff training, fidelity measures, and decision rules to ensure efficient and effective allocation. Fidelity measures are defined.	The DLT provides support for school teams in creating the organization around providing interventions stated specifically in a continuum of supports. Fidelity measures are used to ensure integrity of implementation.	The DLT collaborates with the SLT to measure impact on student outcomes and evaluate the efficacy of the instruction/intervention at universal and advanced tiers. Resources are allocated strategically to mitigate potential or existing inequities.	DCA: 17 TFI: 2.5, 2.6, 2.7, 2.8, 3.5, 3.11, 3.13 A-TFI 1.3, 1.14, 2.4, 2.8, 3.7

Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
1.G Professional Learning **(Integrating and aligning all professional learning based on need)**	DLT reviews plans and alignment of professional learning content applicable for all stakeholders.	DLT secures and schedules professional learning for VTSS (data, systems, practices) and determines a measure for effectiveness of the professional learning.	DLT reviews professional learning effectiveness data for revision, improvement, and the need for additional support. The DLT accesses ongoing professional learning and supports for VTSS.	DLT ensures and monitors an integrated professional learning plan.	DCA: 20, 21, 22, 23, 26 TFI: 1.7, 2.9, 3.7 A-TF 1.7a, 2.5, 3.7
1.H Coaching **(Developing coaching plans and processes to support data, practices, and systems)**	DLT determines necessary coaching skills and needs for selection of internal coaches. The DLT evaluates existing roles for coaching, and develops an aligned coaching plan.	DLT selects coaches, modifies job descriptions to include coaching time and responsibilities, and determines a measure of coaching effectiveness.	DLT provides feedback to coaches based on areas of need and evidence of coaching effectiveness.	DLT continually monitors fidelity and outcome data and collaborates with coaches to adjust coaching plans for desired outcomes. The DLT addresses turn over as needed.	DCA: 20, 21, 24, 25, 26 TFI: 1.1, 2.1, 3.1 A-TFI: 1.7b, 1.10

Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
2. Data Informed Decision Making: Analyzing and evaluating student data to inform educational decisions around instruction, intervention, allocation of resources, development of policy, movement within a multi-level system, and disability identification.					
2.A Data Systems **(Managing the collection and analysis of data effectively and efficiently at all levels)**	DLT explores and adopts a data system(s) that allows access to data around multiple measures, including fidelity data, student outcomes (e.g. universal screening, progress monitoring, formative, and summative data), and capacity and scale up data.	DLT trains staff at the building level on the required data system components and graphic representation of data. Staff can generate student outcome data in a timely manner inclusive of instructional changes. The DLT uses a process for ensuring access to the data for a data dashboard.	DLT monitors the effectiveness of the data collection process at the division and building level.	DLT maintains a process to ensure fidelity of usage and evaluation of the effectiveness of the data systems.	DCA: 14, 15, 19 TFI: 1.12, 1.13, 1.14, 2.3, 3.9, 3.14 A-TFI: 1.6b, 1.12a,
2.B Decision Making Process **(Using Data Driven Decision Making in a problem solving process)**	The DLT explores current and proposed methods for structured problem solving. The DLT adopts a clear process for data driven decision making and a format for meetings with a focus on teaching and learning using integrated data sources.	The adopted decision making process includes actions to interrupt potential bias that may occur during decision making. The DLT provides professional learning and coaching to division and building level teams around the decision making process.	A decision making process is used with fidelity and data are used as follows: fidelity data (to improve implementation), student outcome data (impact of VTSS on student outcomes), capacity data (to enhance organizational capacity supports).	DLT utilizes the fidelity evidence outcome data and adjusts the guidelines and professional learning/coaching based on the data. The DLT utilizes scale-up data to create implementation plans for schools based on stages of implementation.	DCA: 15, 19, 22, 23, 25 TFI: 1.13, 1.14, 2.12, 3.15 A-TFI: 1.13, 3.15

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Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
2.C Meeting Structures for Data Informed Decision Making **(Organizing the who, what, when, where and how to meet on the various types of data at both the division and building level)**	DLT explores current and proposed structures for organizing meetings around data informed decision making to include primary sources of data utilized within the meetings and proposed outcomes of meetings (i.e. examination of core instruction, matching student outcomes to instruction and /or intervention, etc.).	DLT provides a structure for meetings at both the division and building level inclusive of specific outcomes, accountability, communication and alignment between meeting structures (i.e. outline of how/when teams refer students for consideration by the advanced tiers teams, etc.).	DLT uses and coaches the meeting structures and secures the differentiated plans and schedules for each building.	DLT collaborates with the SLT to determine the fidelity and effectiveness of the meeting structures and provides professional learning/coaching as needed.	DCA: 15, 25 TFI: 1.13, 1.14, 2.10, 2.11, 2.12, 3.14, 3.15, 3.16 A-TFI: 1.5, 1.6, 1.13, 2.11, 3.15

3. Evidence Based Practices: Teaching and learning approaches proven to be effective through scientifically based studies.					
Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
3.A Quality Core Instruction **(Providing and supporting a consistent message of what "good teaching" consists of in the division)**	The DLT reviews current expectations for quality instruction in order to meet the curricula standards.	The DLT documents the expectations for quality instruction. Plan is in place for partnership buy-in of the EBPs that define quality instruction.	The DLT assigns roles and responsibilities for communication of quality instruction, including common vocabulary.	DLT develops a process for an ongoing review of the delivery of the instructional expectations with an iterative process of coaching areas of need.	DCA: 20, 22, 23, 26 TFI: 1.4, 1.7. 1.8, 2.6, 2.7 A-TFI: 1.3, 1.4a, 1.4c, 1.5,1.7b, 1.8, 1.9, 2.1, 2.4, 3.7

Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
3.B Aligned Instructional Interventions **(Providing and supporting selected interventions for students requiring support at Tiers 2 and 3)**	The DLT reviews and selects interventions to support students who need more intensive instruction (tiers 2 and 3 - advanced tiers) which align with quality core instruction defined above and provide an appropriate level of intensity.	The DLT collaborates with stakeholders to review interventions and finalize decisions about selection and training of a limited, yet sufficient, number of specific interventions that allow for an appropriate instructional match.	The DLT ensures that the continuum of supports of authorized interventions, including fidelity tools, is maintained in the continuum of supports and/or tier definition.	The DLT utilizes evaluation data to determine impact in all subgroup areas and add to or withdraw supports in the continuum.	DCA: 6, 14, 15 TFI: 2.6, 2.7, 2.8, 2.10, 2.11, 2.12, 2.13, 3.7, 3.13, 3.16, 3.17 A-TFI: 2.8, 2.11, 3.7, 3.15
3.C Continuum of Supports that is Culturally Responsive **(Clearly defining the practices and programs supported by the division and ensuring they are culturally responsive)**	The DLT maps the current reality of existing practices and programs and reviews them for evidence of effectiveness. The DLT explores cultural and linguistic factors when adopting academic/social behavioral practices, programs, and assessments.	Upon completion of the review, the DLT seeks stakeholder input, investigates practices for which needs are identified, and makes purchases and/or withdraws programs as appropriate. The DLT and SLT use a selection tool, which prompts analysis for cultural context.	The DLT maintains an inventory of EBPs and materials in a continuum of supports. A clearly defined continuum of supports is maintained in tier definition or separate document.	All instructional staff and stakeholders are aware of and able to utilize the continuum of supports for the purpose of providing an appropriate instructional match to meet the needs of all learners.	DCA: 6, 7, 13 TFI: 1.6, 1.10, 1.11, 2.5, 3.6 A-TFI: 1.3, 1.4c, 1.8, 1.9, 2.1, 2.4, 2.5, 3.1
3.D Fidelity of Practices **(Determining that EBPs are provided with fidelity)**	The DLT gathers data on any existing fidelity tools and how they are utilized in the division.	Fidelity tools are selected for EBPs. The DLT provides training and coaching on the use of fidelity tools.	Fidelity data is used to monitor implementation of practices and to identify additional professional learning and/or coaching needs.	The DLT collaborates with schools to evaluate fidelity of implementation of EBPs, inclusive of walk-through tools and programmatic measures.	DCA: 13, 21, 22, 24 TFI: 1.7, 1.14, 2.9, 2.12, 2.13, 3.7, 3.14, 3.15 A-TFI: 1.4a, 1.8, 1.14

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Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
3.E Capacity for Coaching and Professional Learning **(Ensuring staff capacity for cultural and linguistic responsiveness within the division context)**	The DLT plans training for commitment and utilization of practices, programs, and assessments that are culturally and linguistically responsive and used across all schools in all curricula.	The DLT ensures staff can articulate information and factors to consider when utilizing culturally and linguistically relevant practices, programs, and assessments.	The DLT supports staff in implementation with fidelity of culturally and linguistically responsive practices, programs, and assessments at all three tiers.	The DLT assists all staff in the analysis of outcomes in order to make instructional decisions that meet the cultural and linguistic context of the division.	DCA: 21, 22 TFI: 1.5, 1.6, 1.7, 1.13, 1.14, 1.15 A-TFI: 1.7a, 1.7b, 2.1, 2.4, 2.5, 3.1, 3.7

4. Family, School, and Community Partnerships: The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, division, and state outcomes.

Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
4.A Communication **(Adding families and communities as partners in implementation)**	The DLT examines the existing partnership structures and communication loops between family, school and community around VTSS implementation.	The DLT consults with diverse families and community stakeholders to identify opportunities for collaboration. The DLT outlines and communicates a plan to facilitate family, school, and community partnerships.	The DLT provides support and guidance to schools to facilitate family and community partnerships. Community and family stakeholders are represented on key committees.	The DLT integrates families and community partners into the division communication plan. The DLT monitors the fidelity of partnership structures and communication loops at least annually.	DCA: 10, 12, 22 TFI: 1.11, 2.3, 2.4, 3.3, 3.4, 3.8 A-TFI: 1.11, 1.15b, 2.5
4.B Cultural and Linguistic Responsiveness **(Authentic Engagement)**	The DLT researches the family groups represented in the community as well as all community providers.	The DLT examines existing practices to determine which family or provider groups are/ are not represented.	The DLT provides and documents opportunities for authentic engagement among families and community providers.	The DLT monitors division and school practices for authentic engagement.	DCA: 12 TFI: 1.11, 1.4, 3.4, 3.6 A-TFI: 1.4a, 1.11, 2.5

5. Monitoring Student Progress: Student performance is examined frequently, over time, to evaluate response to instruction and intervention.					
Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
5.A Assessment Mapping for Student Growth **(Determining the varied assessments that measure student outcomes)**	Review all current assessments for student growth and determine gaps and/or redundancies, inclusive of screening, diagnostic, benchmark, formative, performance based, and summative.	Ensure that these assessments are included in the data systems organization (Row 2A on Matrix). Staff are trained to utilize varied assessments.	Communicate to staff the purpose and schedule for student assessments. Determine the assessments needed for data dashboards used in defined structures. Process in place to monitor fidelity of data collection.	Review yearly for changes. Determine which assessments provided reliable information to drive instruction. Ongoing coaching to ensure data collection drives instruction.	DCA: 14 TFI: 1.10, 1.14, 2.3, 3.3 A-TFI: 1.6a, 1.12a, 2.7, 2.11, 3.3, 3.4
5.B Screening Tools and Data **(The division decides tools and/or data to screen students)**	The DLT explores reliable screening tools for academic, social/ behavioral practices.	The DLT identifies and selects reliable screening tools and/or data for academic, social/ behavioral practices and commits resources to screening.	The DLT determines that screening tools are reliable with correlations between the instrument and valued outcomes.	The DLT works with schools to ensure that all staff are competent in using and understanding the screening tools.	DCA: 14, 22 TFI: 1.13, 2.3, 3.3 A-TFI: 1.12b
5.C Screening Process **(Universal screening is completed and part of the assessment process)**	The DLT explores a process for screening all students for academic, social behavior strengths and needs.	The DLT maps out the screening schedule (minimally three times per year) for schools.	The DLT ensures that schools carry out the screening process with fidelity.	The DLT verifies the cut scores, decision rules, and risk factors pertaining to screening results and continually revisits the assessment tools and schedule.	DCA: 13, 14 TFI: 1.13, 2.3, 3.3 A-TFI: 1.12b, 1.14

Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
5.D Progress Monitoring at Tier 1 **(Evaluating effectiveness of Tier 1 Instruction)**	The DLT explores the data sets that identify student performance and growth, inform instruction and reflect the curricula for academic and social behavior (e.g., benchmarks, ODRs, attendance data, reading levels, grades, unit assessments, performance based assessments, as well as universal screening data).	The DLT commits resources for implementing assessments to progress monitor at all tiers. The DLT incorporates the training on all assessments into the professional learning and coaching plan in order to inform instruction.	The DLT ensures that growth rates and cut scores are defined and utilized for decision rules of key indicators.	The DLT ensures that progress monitoring data is reliable and consistent with outcomes and continually revisits the monitoring tools, data, and schedule.	DCA: 14, 15 TFI: 1.8, 1.13 A-TFI: 1.5, 1.6a, 1.9
5.E Progress Monitoring at Tiers 2 and 3 **(Utilizing multiple measures to determine growth for students receiving supports in Tiers 2 and 3)**	The DLT explores valid and reliable progress monitoring tools to measure rate of improvement and level of learning. The DLT explores the need for CBMs or other similar tool with normative data.	The DLT selects and defines progress monitoring tools and data at advanced tiers and includes in the assessment map. The DLT defines frequency schedules for progress monitoring.	The DLT trains staff in an integrated approach to monitoring student growth with multiple measures. The DLT ensures progress monitoring occurs for any Tier 2 or 3 support.	The DLT monitors to ensure the efficacy of the progress monitoring process as well as its impact on student performance.	DCA: 13, 14, 22 TFI: 2.10, 2.11, 3.15 A-TFI: 2.6, 2.7, 3.3, 3.4, 3.15

6. Evaluation of Process: The fidelity of implementation and impact on student outcomes are examined frequently and the results inform action steps.					
Features	Exploration	Installation	Initial Implementation	Full Implementation	Alignment to Evaluation Tools
6.A Outcome Evaluation for Problem Solving **(Determine the impact of the practices and systems to adjust instruction, professional learning, and coaching)**	DLT researches and identifies evaluation components for evaluating the effectiveness of VTSS implementation across the division.	DLT establishes a plan to monitor short and long-term goals for VTSS. DLT establishes a data dashboard to uniformly analyze data.	DLT implements monitoring plan and collection of fidelity and outcome data. DLT adheres to the frequency schedule for data monitoring.	DLT monitors the plans and uses the data to impact plans for instruction, coaching and professional learning within a problem solving model of Data Driven Decision Making.	DCA: 8, 11, 14, 21, 23, 25 TFI: 1.15, 2.13, 3.17 A-TFI: 1.13, 1.15a, 1.15b
6.B Fidelity **(Evaluating the fidelity of implementation, instruction, and assessment)**	DLT researches and adopts procedures to monitor the fidelity of implementation of VTSS and the practices and assessments within the framework.	DLT communicates procedures to monitor the fidelity of implementation of VTSS and the practices and assessments within the framework.	DLT supports staff to utilize procedures to monitor the fidelity of implementation of VTSS and the practices and assessments within the framework.	DLT evaluates and monitors fidelity measures as defined and make changes based on review data.	DCA: 10, 13, 15, 21, 22 TFI: 1.14, 2.12, A-TFI: 1.14

Six Components of Family Engagement *(Minch, et al.,2017)*

Positive Relationships- educators recognize families' needs and cultural characteristics, leading to greater understanding and respect among all

Family Empowerment- educators use effective strategies to identify and encourage families' knowledge, skills and efficacy for supporting students learning

Leadership- Family Engagement is included in professional development, school vision, mission, and goals and are aligned with division vision and goals for engagement

Multi-tiered Approach- multidimensional approaches are used to engage families in dialogue through multiple communication modes

Data-based Goals & Outcomes- goals and outcomes are identified based on student outcome data and input from families and staff

Collaborative Problem-Solving- families of children receiving Tier 2 and Tier 3 supports are effectively engaged in all steps of the problem-solving process

Table 2. Alignment between Family Engagement, PBIS, CR-PBIS and MTSS

Family Engagement (FACE-IC; Minch et al., 2015)	PBIS (BoQ; Kincaid et al., 2010)	CR-PBIS (Bal et al., 2012)	MTSS Domains (Stockslager et al., 2016)
Leadership	PBIS Team	Family voice and perspective included in teaming	Leadership
Data-based Goals & Outcomes	Evaluation	Includes goals regarding equitable outcomes	Data Evaluation
Positive Relationships	Faculty Commitment	Emphasis on personal relationships among students, teachers and families	Communication and Collaboration
Family Empowerment	Implementation Plan	PD includes culture and self-awareness	Capacity Building Infrastructure
Multi-Tiered Approach	Expectations, Rule Lesson Plans/Teaching Reward Discipline Procedures Classroom Systems	Stakeholders central to the development of behavioral curriculum	Multiple Tiers of Support
Collaborative Problem Solving	Data Entry and Analysis	Includes review of disaggregated data	Problem Solving Process

NEW: Family Engagement in VTSS videos

available now!

Designed for educators and families, the three videos highlight specific strategies for school teams to consider as they build momentum around family-school partnerships and strengthen skills to meaningfully engage families in multi-tiered systems.

Find them at **www.FormedFamiliesForward.org**
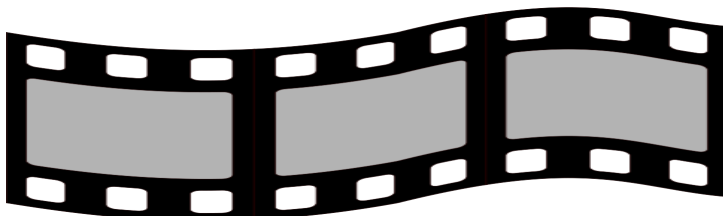
Access videos on Formed Families Forward's YouTube channel!

Brief videos on:

- **Positive Relationships & Empowering Families**

- **Leadership & Multi-Dimensional Approach**

- **Collaborative Problem Solving & Data Based Outcomes**

From FORMED FAMILIES FORWARD, family partner to VA Tiered Systems of Supports (VTSS)

Each video features family & educator voice

STRENGTHENING FAMILY ENGAGEMENT in VIRGINIA TIERED SYSTEMS OF SUPPORT

This Fact Sheet is designed to complement three Family Engagement in VTSS videos, produced by Formed Families Forward, family partner to the VTSS project. The videos feature educator and family voice to offer practical tips to build stronger relationships between families and schools.

Family engagement is defined as the beliefs, attitudes, and activities of families to support their children's learning.[1] The benefits of family engagement in schools are well documented through research and include: higher levels of academic achievement (across SES levels, race/ethnicity, or parental education), improved attendance, improved self-esteem, and fewer disciplinary problems.[2] Meaningful family-school partnerships are key to school efforts to improve outcomes for all students.[3]

VIDEO 1: BUILDING POSITIVE RELATIONSHIPS and EMPOWERING FAMILIES

Positive relationships allow schools and families to work well together:

- Build relationships to gain trust and insights.
- Support students' social-emotional growth at school.
- Trust that families want their children to do well.
- Meet students' basic needs to encourage attendance.
- Directly ask families what help they need.
- Be honest and kind with families.
- Build relationships so hard talks are productive.
- Be open to difficult tasks that may enable progress.
- Have options in mind before sharing a problem.

Empowering families so they can be and be seen as experts regarding their children:

- Tell families they are experts on their children.
- Help families see their impact on student success.
- Ask families for help to build a sense of shared responsibility.
- Meet with families to learn about student home life.
- Invite families to reveal other sides of students.
- Encourage families to support initiatives at home.
- Empower families to easily find school information.

VIDEO 2: SCHOOL LEADERSHIP and a MULTI-DIMENSIONAL APPROACH

Strong leadership makes family engagement a priority:

- Drive change in school practices through leadership.
- Set tone and culture to encourage family engagement.
- "Walk the talk" by modeling inclusive practices.
- Expect changes to grow more effective over time.
- Welcome family input to encourage engagement.
- After inviting family input, commit to incorporating it.
- Coach and train staff to improve family relationships.
- Use data to set goals and measure progress.
- Establish a mindset that values collaboration.

Multi-Dimensional, multi-tiered approaches meet the needs of individual students and families:

- Use paper, phone, email and social media to send information.
- Be persistent in efforts to reach families.
- Enlist students to help encourage family engagement.
- Use a variety of approaches to connect with families.
- Focus on ensuring families understand messages home.
- Ensure the intent of messages to families is clear.
- Be flexible about location and timing of events.
- Be mindful of varied family approaches to education.
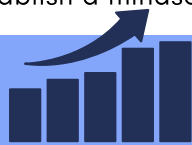
VIDEO 3: FAMILY ENGAGEMENT in ACTION: USING DATA and SOLVING PROBLEMS

Collaborative problem-solving by families and schools working as a team supports learning for each student:

- Be mindful of jargon family members may not know.
- Watch for signs of misunderstanding at meetings.
- In meetings, explain terms so everyone can follow along.
- Directly tell families you need their help with decisions.
- Invite family insights to better understand students.
- Be open-minded to family input on goals and strategies.
- Take the time to work with, inform and empower families.
- Engage with families to develop more effective strategies.

Data-based goals and outcomes guide schools and families as they collaborate:

- Use data to assess needs and develop response goals.
- Base goals on student outcomes and team input.
- Identify family engagement success with data.
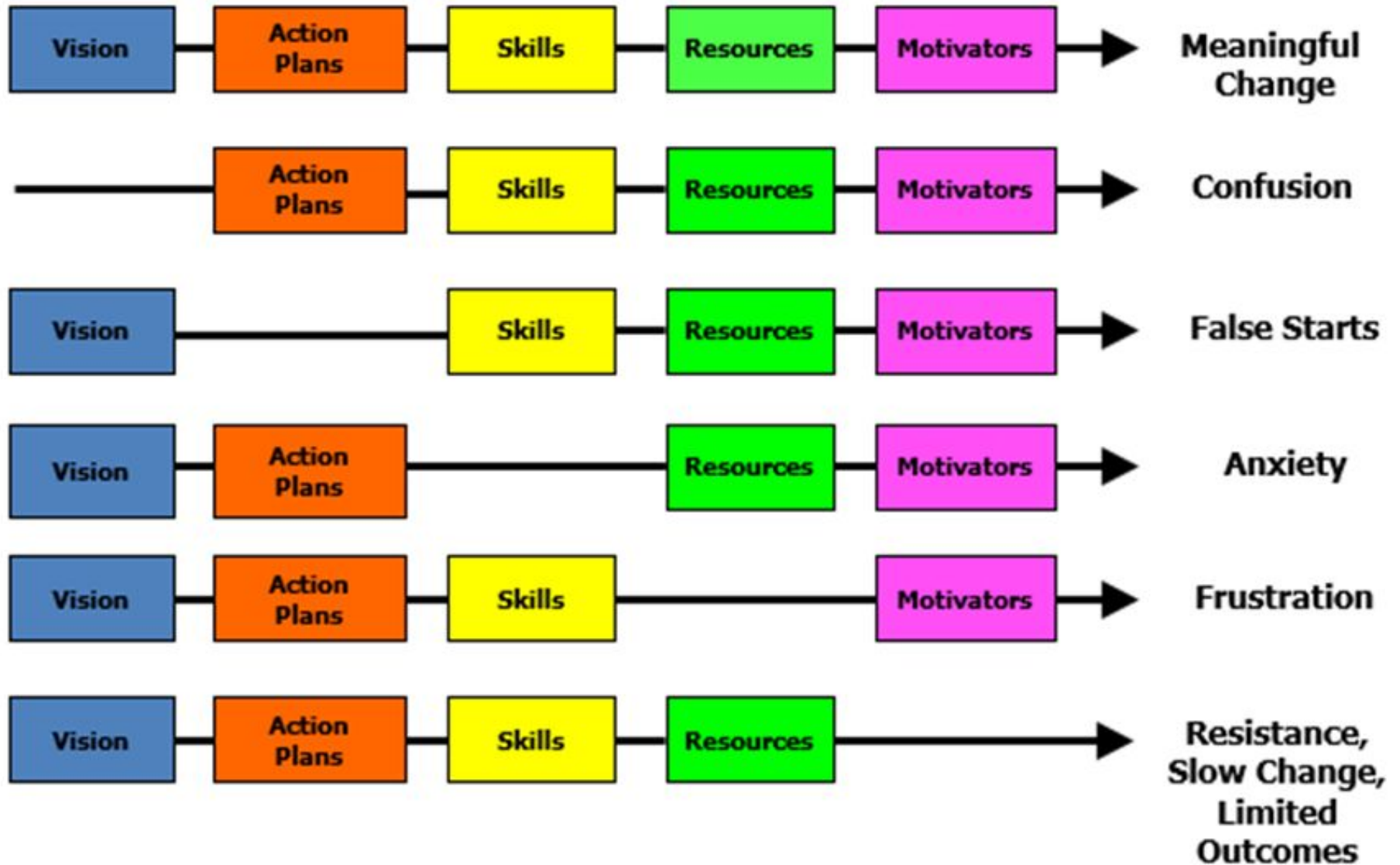- Focus on engaging in partnership to support learning.

1 Cite: Weiss, Lopez, Kreider & Chatman-Nelson (2014)
2 Cite: Weiss, Lopez, Kreider & Chatman-Nelson (2014)
3 Cite: Mapp & Kuttner (2013)

Videos are available at www.FormedFamiliesForward.org

FORMED FAMILIES FORWARD

VTSS
Virginia Tiered Systems of Supports

Playing Cards Activity Statements

1. Families are identified and encouraged to be included in all phases of the problem-solving approach.

2. Educators must make a commitment to focus on the knowledge, skills, practices and actions of all staff and families.

3. What leads to respect and understanding between families and educators is positive and culturally responsive relationships.

4. Families effectively support their child's achievement when educators engage families in dialogue and provide the right support and tools.

5. Our families are the most important partners in setting goals and making decisions about our priorities.

6. Family engagement is included in our vision and mission, and ongoing coaching support is used to build capacity for staff and families to work together to support student outcomes.

7. It is the responsibility of educators to empower families by identifying and encouraging families to serve as leaders, advocates and partners in student learning.

8. Educators explicitly set positive relationships with families as a priority.

9. We know engaging families is a good thing, and we are working to balance priorities and initiatives that are important.

10. Multiple communication methods are the foundation for supporting our multidimensional approaches to engage families.

Meaningful Change

Vision	Action Plans	Skills	Resources	Motivators	→	Meaningful Change
	Action Plans	Skills	Resources	Motivators	→	Confusion
Vision		Skills	Resources	Motivators	→	False Starts
Vision	Action Plans		Resources	Motivators	→	Anxiety
Vision	Action Plans	Skills		Motivators	→	Frustration
Vision	Action Plans	Skills	Resources		→	Resistance, Slow Change, Limited Outcomes

This document is designed to serve as a guide for division teams to consider guiding questions about critical family engagement elements, review existing data, and identify new data sources to address the questions. Responses to the guiding questions as well as existing and needed data (guided by Needs Assessments) can help guide development of specific goals and action steps for the division to take prior to our December meeting.

Element of Family Engagement (based on Minch et al., 2015; in *Aligning and Integrating Family Engagement in PBIS*, 2017)	Guiding Questions	What data is needed to answer this question?	Do you have access to this data, at what level (school/ Division)? What data will you need to move forward?
Leadership	Does school/division leadership understand, value and actively support family engagement and inclusion of family voice in VTSS efforts?	Examples: ● Types/frequency of data collected and used by schools and division on family satisfaction, engagement or involvement. ● Use of the data- number of teams that examine the potential relationships between family data and school/Division profile data.	
Data-based Goals & Outcomes	Do families and educators collaboratively develop data-based goals and evaluate their outcomes?	Examples: ● Number of schools with one or more goals or on-ongoing activity around supporting family engagement in their children's education. ● Number of schools with a formal process to examine results on factors such as school	

		safety, engagement, cultural responsiveness, and academic growth.	
Positive Relationships	Do families have welcoming, respectful, genuine and positive experiences with the school and division?	Examples: ● Existence of Division policies, guidance, or professional development to administrators, teachers, staff, regarding how to communicate with families of all cultures and backgrounds. ● Existence, type, frequency of data collected and used by Division on family perceptions of family engagement (manner in which educators approach families, attitude educators have regarding family involvement, atmosphere created by educators, and actions and practices)? ● Existence, type, frequency of data collected and used by Schools on family perceptions of family engagement (manner in which educators approach families, attitude educators have regarding family involvement, atmosphere created by educators, and actions and practices)?	
Family Empowerment	Are families valued, encouraged and supported to be equal partners in their children's education?	Examples: ● Existence, type, frequency of Division training to teachers and administrators to help them understand expectations and strategies to be effective partners with	

		diverse families, including: - families experiencing poverty; - families with children with disabilities; - non-traditional families such as foster or kinship; and - families with diverse cultural identities. ● Existence, type, frequency of Division and school parent leadership training and social networking programs. ● Existence, type, frequency of training and other events designed to share information and build skills of families to be meaningful partners in education of their children (ex., teaching families about home strategies to build reading consistent with reading instruction at school; sharing schoolwide behavioral expectations with families and guiding them to reinforce expectations in home settings)	
	Are efforts to empower families ongoing, consistent and authentic?		
Multi-tiered Approach	Do families understand tier distinctions and their implications? Are practices and processes for engagement of families of students receiving tier 2/3 services differentiated from those at tier 1?	Examples: ● Existence, type, frequency of specific and accessible information about what tiers of support are available. ● Existence, type, frequency of specific and accessible information about culturally responsive and restorative practices are offered by the Division and schools.	

		● Existence of school documentation of family involvement in Tier 2 and Tier 3 planning meetings for their children.	
Collaborative Problem-Solving	Are family beliefs, needs, and values included in problem solving conversations and decision making at all tiers?	Examples: ● Division VTSS team inclusion of a regularly-participating parent or caregiver representative. School team inclusion of a regularly-participating parent or caregiver representative. ● Existence of a stated process or practices used to ensure representation of all community families in decisions impacting the educational environment.	

Assessing Existing Parent Involvement
A Checklist of the Differing Levels of Involvement

Schools often judge the effectiveness of their parent involvement by the degree of fundraising activities that occur, the percentage of parent attendance at parent/teacher conferences, and the number of parents coming to school open houses. Many parents, however, do not engage with these traditional methods of parent involvement due to conflicting demands on their times, past negative experiences with the educational setting, and their own feelings of competency.

Review of research and Best Practices by Michigan State University has shown that parent involvement needs occur at differing levels for different families. As not all families can participate at the same level, it is important to have varying levels of engagement at your school. Levels include:

- Communication to and from Parents
- Partnership in Student Learning
- Parent Volunteers
- Parents Using the School as a Resource
- Parents as Decision Makers

The following assessment tool is an excerpt adapted from an assessment tool developed by Outreach Partnerships, Michigan State University. The purpose of the tool is to provide buildings with a checklist to easily assess a building's parent involvement related to the above-mentioned levels. (Excerpt reprinted with permission from: Parent Involvement In School, Best Practice Brief No. 30, Outreach Partnerships, Michigan State University. Entire original document can be found at http://outreach.msu.edu/bpbriefs/issues/brief30.pdf).

LEVEL 1

Communication To and From Parents

The effective school keeps parents informed through regular two-way communication. Sharing of information vital to student success is facilitated by the activities outlined below.

	YES		NO	
	OK	**Could Improve**	**Could Do It**	**Not Possible Now**
An early conference prior to school start or during first weeks enables parents to communicate information about their child's characteristics and their desired goals.	❑	❑	❑	❑
Contracts between the school and each parent are developed that include agreements concerning expectations for the child's progress, parental provision of a place to study, and a commitment to talk daily about school tasks, pay attention to academic progress, and compliment gains.	❑	❑	❑	❑
Parents know how to reach teachers directly.	❑	❑	❑	❑
Teachers encourage parents to let them know what is happening in the child's life that may affect school performance.	❑	❑	❑	❑
Principal and teachers set aside a small amount of time each day and use all possible means to communicate frequently with parents, using as appropriate:	❑	❑	❑	❑
Letters by mail.	❑	❑	❑	❑
E-mail.	❑	❑	❑	❑
Telephone.	❑	❑	❑	❑
Face-to-face.	❑	❑	❑	❑
A homework log gives the parent instructions for facilitating homework and incomplete schoolwork.	❑	❑	❑	❑
Principal and teachers have established a regular schedule for positive communications to parents:	❑	❑	❑	❑
Celebration notes on positive things that have happened.	❑	❑	❑	❑
Folders of completed student work are sent home weekly or monthly for parents to review and return with comments.	❑	❑	❑	❑
Communications emphasize strengths and how the parents can help.	❑	❑	❑	❑
Report cards and regular progress reports are sent, or given, to parents.	❑	❑	❑	❑

	YES		NO	
	OK	**Could Improve**	**Could Do It**	**Not Possible Now**
Communication process is modified as needed for non-English-speaking or low-literacy parents.	❏	❏	❏	❏
Conferences with every parent are held at least twice a year with follow-ups as needed, and at times when parents can attend.	❏	❏	❏	❏
Principal and teachers schedule a home visit to all children during the year, giving priority to those children and parents who are new to the school and those children where there is an immediate concern.	❏	❏	❏	❏
For low-income families and families in some cultures, offering home visits is more successful at involving parents than programs requiring parents to visit the school. However, when parents do become involved at school, their children make even greater gains.	❏	❏	❏	❏
Children and staff collaborate on classroom newsletters that provide information about school activities, policies and schedules, an opportunity to answer questions and elicit suggestions, and information on community resources and family activities.	❏	❏	❏	❏
The school provides parents with clear information on class level achievement expectations, school activities, school policies, discipline procedures, assessment tools, and school goals.	❏	❏	❏	❏
The school promotes informal activities that facilitate the interaction of parents and staff.	❏	❏	❏	❏
The school conducts an annual person-to-person survey of families on students' needs and families' suggestions and reactions to school programs.	❏	❏	❏	❏
A special effort is made to reach parents not normally involved.	❏	❏	❏	❏
The school provides staff development on effective communication techniques.	❏	❏	❏	❏

The school's practices to inform and involve parents are stronger determinants of whether inner-city parents will be involved with their children's education than are parent education, family size, marital status, and student grade level.

When parents receive frequent and effective communication from the school, their involvement increases, their overall evaluation of educators improves, and their attitudes toward the school are more positive.

LEVEL 2

Partnership in Student Learning

The effective school views parents as partners in facilitating children's learning and enables them in various ways.

	YES		NO	
	OK	**Could Improve**	**Could Do It**	**Not Possible Now**
Parents are given information and orientation/training on:	❏	❏	❏	❏
o Required skills in all subjects at each grade.	❏	❏	❏	❏
o Homework policies and how to monitor and discuss schoolwork at home.	❏	❏	❏	❏
o How to assist children with skills that they will be developing.	❏	❏	❏	❏
o How sufficient sleep, nutritious food, limited TV, discussion at meals together, and a quiet place to study can improve academic performance.	❏	❏	❏	❏
Parents participate with teachers in helping children set academic goals each year.	❏	❏	❏	❏
Teachers have a regular schedule of interactive homework that requires children to demonstrate to and discuss with parents what they are learning in school.	❏	❏	❏	❏
The school library has preschool and elementary books that parents can borrow to read to and discuss with their young children.	❏	❏	❏	❏

Parents are much more likely to become involved when educators encourage and assist parents in helping their children with schoolwork, when they are treated as partners and given relevant information by people with whom they are comfortable, parents put into practice the involvement strategies they already know are effective, but have been hesitant to utilize.

Parent effectiveness is enhanced when the school provides orientation/training; for example, written directions with a send-home instructional packet, workshops where parents participate in constructing and using instructional games, or training and ongoing supervision by school personnel.

LEVEL 3

Parent Volunteers

The effective school stretches its resources by encouraging parents to volunteer. Parent volunteers have traditionally been stay-at-home mothers. However, there may be other possibilities, including arrangements with FIA to define consistent part-time volunteering as a "work" activity for women moving from welfare to work.

The precondition for parent volunteers is a welcoming school.

	YES		NO	
	OK	**Could Improve**	**Could Do It**	**Not Possible Now**
The school encourages participation:	❑	❑	❑	❑
Provides clear instructions including a volunteer orientation packet.	❑	❑	❑	❑
Creates ways to express appreciation.	❑	❑	❑	❑
Parents accompany classes on field trips.	❑	❑	❑	❑
Parents volunteer to extend the capacities of staff by:	❑	❑	❑	❑
Tutoring or serving as a teacher's aide in the classroom.	❑	❑	❑	❑
Bringing their talents, skills, knowledge, experiences, or unique culture to the classroom as guest instructors.	❑	❑	❑	❑
Monitoring in the cafeteria and on the playground during lunchtime.	❑	❑	❑	❑
Parents volunteer to improve the school environment or equipment.	❑	❑	❑	❑
Parent teams welcome and orient new families at the beginning and during the year.	❑	❑	❑	❑
Parents volunteer in a telephone tree to provide all families with school-related information.	❑	❑	❑	❑
Parents volunteer to organize and manage resources under Level 5.	❑	❑	❑	❑
Parents have the use of a room as a place for volunteers.	❑	❑	❑	❑

LEVEL 4

The School as a Resource for Parents

The effective school connects to parents by serving as a resource, becoming a full service school. The full service school is a logical extension of the welcoming school and the school as part of the community. The school provides access to resources identified by parents as important to families.

	YES		NO	
	OK	**Could Improve**	**Could Do It**	**Not Possible Now**
The school is available for meetings of community groups.	❑	❑	❑	❑
The principal and teachers may link family to needed resources, especially if children are frequently absent because of illness or family issues.	❑	❑	❑	❑
Children can have breakfast at school.	❑	❑	❑	❑
The school houses a clothing exchange.	❑	❑	❑	❑
Parents and school staff agree on and put into effect a plan of action to contain community problems such as traffic safety, drug dealing, etc.	❑	❑	❑	❑

LEVEL 5

Parents as Decision Makers

Effective schools have access to financial resources and a team of administrators, teachers, and parents makes decisions.

	YES		NO	
	OK	**Could Improve**	**Could Do It**	**Not Possible Now**
Parents participate in review of proposed school policies and curriculum as part of parent organization committees or principal-appointed advisory committees.	❑	❑	❑	❑
Parents participate on all decision making and advisory committees:	❑	❑	❑	❑
Committees meet at times convenient for parents.	❑	❑	❑	❑
Use of technology permits parents to participate offsite.	❑	❑	❑	❑

	YES		NO	
	OK	**Could Improve**	**Could Do It**	**Not Possible Now**
The school provides parents with an understandable, well-publicized process for influencing decisions, raising issues or concerns, appealing decisions, and resolving problems.	❑	❑	❑	❑
Training is provided to staff and parents on shared decision making.	❑	❑	❑	❑

The more the relationship between parents and educators approaches a comprehensive, well-planned partnership, the higher the student achievement. Partnering requires give-and-take conversation, goal setting for the future, and regular follow-up interactions.

**Policies, Procedures, Contracts, and Handbooks:
Reviewing Language that Fosters/Hinders a Welcoming Parent Environment, and
Examining District Policies, Handbooks/Communication,
Missions, Procedures, and Practices**

Below is a list of questions related to the policy and procedural structure of the district's view of parent involvement. The greater number of "yes" answers marked on this checklist, the closer a district is toward having a structure for effective parent involvement.

Question	Yes	No
Is there a specific Board of Education policy that addresses the importance of a school/parent partnership for student success in school? If yes, does this policy and its subsequent procedures: • Establish parent involvement as a district priority? • Direct the Superintendent to establish the means by which parent involvement is fostered and maintained at the building and district level? • Speak to an on-going process of involvement that actively seeks to engage all families of the district in different ways? • Speak to involving parents across the different levels of parent involvement, which are supported by research?		
Does the professional development plan for the district include continuous improvement of all staff regardless of role related to more effective parent involvement?		
Are staff given time and financial resources, to implement parent involvement polices and procedures more effectively?		
Does the facility use policy to make it easy for parent involvement events to occur outside of normal school hours and sports game nights?		
Does the facility use policy to form a fee structure that encourages the use of district buildings by parents?		
Do policies and procedures related to district goals and priorities, school environment, curriculum development, administrator hiring, communication structures (i.e., phone system), school security, parental rights and responsibilities, etc., seek and encourage: • Parental input in the development, implementation and review of district policy/procedure? • Parents to be part of district and building advisory and decision-making teams, as appropriate?		

Question	Yes	No
Do school improvement teams: • Schedule their meetings at times when parent representatives can attend? • Work to actively gain input from parents who traditionally aren't engaged? • Use technology or other means of communication to connect and involve parents who aren't physically present at a meeting (i.e., conference call, email updates, etc.)?		
Do policies and procedures reference District staff's role in fostering parent involvement (including non-certified staff)?		
Do student handbooks: • Have an opening section that invites parents to become engaged, and provide ways in which they can become engaged? • Speak to the importance of parents in children's school success? • Address how parents can help promote positive occurrences at schools vs. the parent's responsibility in students' disciplinary actions or missing school? • Provide a balance between inviting/positive language and language that is controlling and directing? Is there a balance between terms like parents are "invited" or "encouraged" and terms like parents "must" or "expected to?" • Have printings in the languages spoken by student's families?		
Does contract language allow parent volunteers to: • Assist with after school enrichment activities that support and/or supplement the curriculum? • Assist in classrooms, media center and the office?		
Does contract language regarding extra-curricular assignments and pay reflect a staff member's leadership of established building parent involvement committees?		
Does contract language speak to staff being involved in parent engagement activities outside of the normal school day and at locations other than district buildings (home visits, parent/teacher conference times and locations)?		
Does a parent handbook exist that: • Gives parents initial information that fosters a home/school partnership? • Uses collaborative, welcoming language vs. directing, controlling language?		

Parent Involvement/Engagement Rubric

The below rubric was designed to provide school districts with a clear understanding of how parents are involved in the development, implementation and evaluation of instructional programs at the building level. The level of involvement can be explicitly described including how parental input will be utilized and valued throughout the instructional initiative.

This may provide a useful tool as school personnel and community members mark the attributes, which reflect their perception of the school district.

Marginal Engagement	Active Participant in Decision Making	Exemplary Collaboration
The district's parental involvement plan:	The district's parental involvement plan:	The district's parental involvement plan:
Successful Partnerships		
Sets policies that give the impression schools belong to school personnel and parents are not encouraged to interfere through the use of explicit or implicit communication.	Sets policies that give the impression parents may become involved in the school in limited ways. Communication speaks only to these limited ways.	Sets policies where school personnel actively encourage parents to become involved in establishing goals, planning and a wide variety of ways through all forms of communication.
Establishes guidelines where parents are spectators and their responsibility ends with the delivery of the child to school. School personnel report to families about school decisions.	Establishes procedures where parents expect to help establish guidelines and have a reciprocal report structure that allows parents and school personnel to interact easily and frequently.	Establishes numerous methods by which parents can become involved in their children's education both at home and school, recognizing family differences, schedules and cultures. School personnel listen to parents and value their insight on how best to work together.
Directs school personnel to determine all education program goals, rules, and guidelines without consultation of parents.	Assigns responsibility to Parent Teacher Organization leaders to serve on any ad-hoc committees.	Describes a well-designed education community committee, which meets year around with responsibilities divided across a multi-year commitment.

Marginal Engagement	Active Participant in Decision Making	Exemplary Collaboration
The district's parental involvement plan:	The district's parental involvement plan:	The district's parental involvement plan:
Provides little evidence of avenues for the develop-ment of **mutual** respect between parents and school personnel.	Describes structures that promote mutual respect between parents and school personnel.	Provides examples of and describes structures that promote mutual respect between parents and school personnel.
Welcoming Environment		
Uses signage, which may intimidates parents.	Uses signage to welcome parents.	Uses signage to welcome and guide parents to spaces designed to encourage parents' and families' interactions at school.
Demonstrates that the primary source of authority is the school and its designated personnel.	Describes plans for shared authority between parents and school personnel.	Provides exhibits that the authority for decisions is shared between parent representatives and school personnel.
Encourages parents to sit on ad-hoc committees.	Encourages parent organizations to have a representative on planning and other ad-hoc committees.	Expects participation and provides support that assures parents are on planning, ad-hoc, and evaluation committees.
Provides limited information regarding indicators of student progress and assessment to communicate student achievement to parents.	Describes vague uses for standardized assessment tools to communicate student progress to parents.	Uses specific formative and summative assessment tools to communicate student progress to parents.
Support for Home Learning		
Does not specify a process for allowing parents to gain information about involvement in instructional programs	Provides descriptions of instructional that are available through the school, along with a timeline, and school policies.	Describes the process of parents and school personnel working to develop instructional programs and support for learning at home.
Provides little descriptive information regarding selection and distribution process of support resources.	Demonstrates how instructional support materials are selected based on student assessment performance and sent home to extend learning through practice.	Identifies family survey activities that provide current family information to support selection of materials for extended learning and practice at home.

Marginal Engagement	Active Participant in Decision Making	Exemplary Collaboration
The district's parental involvement plan:	The district's parental involvement plan:	The district's parental involvement plan:
Communication		
Assures that parents receive communication from school personnel.	Periodically reviews the school's communication policy for effectiveness.	Intentionally utilizes multiple media types for communicating with school families and community service organizations.
Parent Teacher Conferences		
Sets Parent Teacher Conferences with little consideration of the needs of families.	Provides flexible scheduling for parent teacher conferences during the day and evening hours.	Utilizes a parent survey to gain information about the availability of the schools' families and maximizes teachers' availability for conference scheduling.
Provides minimal privacy or accommodations when communicating with parents.	Articulates a plan for engaging parents in a meaningful manner when waiting for appointed conference time.	Periodically reviews the physical space to assess privacy and comfort of participants during parent teacher conferences.

Source: Basis for this rubric was adapted from Henderson, A.T., & Berla, N. (Eds.) (1994). A new generation of evidence: The family is critical to student achievement. Washington, D.C.: National Committee for Citizens in Education.

MMSD Family Engagement Self-Assessment

School Name:

The rubric below is the electronic version of the MMSD Family Engagement Self-Assessment. Use this rubric along with the accompanying guide, available at mmsd.org/face, to assess your school's strengths and areas for growth around family engagement.
Rating Scale:
1 = Minimal – No or little evidence of component
2 = Basic – Some evidence of component; may be evident occasionally/inconsistently
3 = Proficient – Consistent evidence of component but room for improvement
4 = Distinguished – Evidence is a model for the district

Standard	Indicator	Score (1=Minimal, 2=Basic, 3=Proficient, 4=Distinguished)
(1) Welcoming All Families into the School Community	(1) Friendly signs inside and out welcome families and visitors; make it easy to find office or rooms	
	(2) Signs are in multiple languages that reflect our school community	
	(3) Pictures, photos and artwork reflect the cultures and racial composition in our school	
	(4) We offer tours, have staff who welcome families, greet them, offer to help them	
	(5) Front office/Welcome Center staff have customer service orientation	
	(6) Bilingual staff & interpretation is easily accessible for families	
	(7) There is a dedicated space for families to connect with each other and/or meet staff	
	(8) We let families know how they can be active and/or volunteer at the school	
	(9) Teachers learn about effective approaches to working with families of diverse backgrounds	
	(10) We provide professional learning on internal bias and recognizing family assets	
(2) Communicating Effectively	(1) We have access to registration information and know how our families prefer to communicate	
	(2) School Facebook, Twitter accounts are used and monitored weekly	
	(3) School website is updated monthly with information and followed up with other communication to families	
	(4) Staff regularly use SchoolMessenger to send emails and/or text messages to communicate with families	
	(5) We have expectations for our staff to communicate via	

	Infinite Campus and emails	
	(6) ELL families have access to staff who speak their language	
	(7) We send newsletters and other written materials to families in the multiple languages spoken in our school	
	(8) We include our BRT/BRS staff in translation of information for families	
	(9) We solicit feedback from families about meeting locations, times and topics and act on their suggestions	
	(10) We establish contact with new families to our school and provide important contact information for them	
(3) Supporting Student Success	(1)We provide grade-level and/or course-specific information to families so they know how to support their child at home	
	(2) Student work is posted in school hallways and in public spaces to show our pride in student achievement	
	(3)We offer resources at our school events and/or share links in our school communication to help families support their child	
	(4) We discuss student progress with families at different times of the year and hold special meetings when needed	
	(5) We solicit family feedback on our SIP and share with families how their feedback was used to help inform our goals	
	(6) We share with families how we did on our SIP goals the previous year	
	(7) We meet with our BRT/BRS/SEA staff frequently to discuss family issues we can address	
	(8) We invite families to share feedback during parent/teacher conferences	
	(9) We hold expectations for staff to respond to/contact parents	
	(10) We collaborate with community based organizations to support out-of-school learning	
(4) Speaking Up for Every Child	(1) Families are invited to learn about how school systems work and their rights	
	(2) There is a clear written process for resolving complaints or problems	
	(3) Families know how to access policies and/or staff to share concerns	
	(4) Families get information about programs that will support their child both academically and after-school	
	(5) Families are part of decision-making about student placement in programs	
	(6) We actively refer and identify students for advanced	

	learning and explain what an advanced learning placement means to families	
	(7) We hold information sessions about student achievement and school issues to bring families in as partners	
	(8) There is a system of support for families who make new transitions in or out of school	
	(9) School staff meet with feeder school parents to ease transitions	
	(10) We incorporate community partners to meet student/family needs relevant to our school	
(5) Sharing Power	(1) We have a governance council or parent group that is included in all major decisions that will impact the school community	
	(2) We have evidence of family input on programs or policies that will impact them and their students (including the SIP)	
	(3) We have a group of parents who are connected with other parents, represent broad range of issues and help us improve our school	
	(4) We work with our PTO/PTA to help it be accessible and inclusive of all parents	
	(5) We provide the conditions in our school to talk about equity and include parent and student voice in our professional learning	
	(6) We support parents in leadership roles in our school	
	(7) We ask parents who are part of the Superintendent's Parent Advisory Group to share what they learned and to help us in our thinking	
	(8) We encourage parents to attend Board of Education meetings and/or engage with elected officials	
(6) Collaborating with Community	(1) Teachers and parents work with community organizers to research solutions to problems that families and students face	
	(2) If community organizers raise issues like class size, teacher qualifications, achievement gaps, etc. the school is willing to work with them to make improvements	
	(3) The school hosts "accountability session" with local elected officials, so that families can raise their concerns about public services such as street lights, community policing, etc.	
	(4) The school taps local businesses and community institutions for technical services, job opportunities for families and students, reduced fees, tutoring and mentoring, and training	
	(5) The school works closely with local public libraries and takes families on "field trips" to get library cards and borrow	

	books and media	
	(6) The school works as a hub for community life	
	(7) The school reaches out to identify and draw in local community resources that can assist families	

MMSD Family Engagement Scorecard	
School Name:	
Standard	**Average Score**
(1) Welcoming All Families into the School Community	
(2) Communicating Effectively	
(3) Supporting Student Success	
(4) Speaking Up for Every Child	
(5) Sharing Power	
(6) Collaborating with Community	
With the electronic version the table above calculates your average score for each standard automatically. Use these scores along with the accompanying Family Engagement Self-Assessment guide, available at mmsd.org/facetoolkit, to inform your family engagement planning.	