



Kansas Parent Information Resource Center

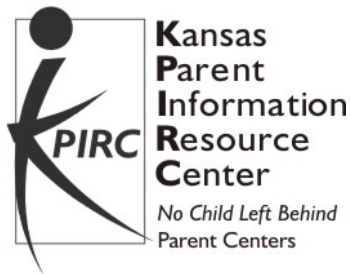


Kansas Family Community Involvement Guide to Student Achievement

Engaging Families in Student Learning

This booklet, complete with the National Family School Partnership Standards (PTA) and scoring guide, or rubric is intended to be used for measuring continuous improvement in family and community involvement in student achievement. The guide includes standards and performance descriptors that identify how schools can assess their family and community involvement procedures, policies and other efforts toward improving student achievement.

For more information about parent involvement or NCLB please contact:



KPIRC
3500 SW 10th Avenue
Topeka, KS 66604
1-866-711-6711 (Toll Free)
www.kpirc.org

The KPIRC would like to thank the Kentucky Department of Education and the Kentucky Commissioner's Parents Advisory Council for allowing us to use, *The Missing Piece of the Proficiency Puzzle* booklet that gives recommendations for involving families and community in improving student achievement.



Office of the Commissioner

785-296-3202
785-291-3791 (fax)

120 SE 10th Avenue • Topeka, KS 66612-1182 • 785-296-6338 (TTY) • www.ksde.org

Dear Educators:

The future of the world is in your classroom, a future with the potential to improve tomorrow. What a responsibility you fill each and everyday and how well you do it! Kansas students continue to top the national average on the ACT and SAT; 77 percent of graduating seniors go on to some postsecondary education; and on the National Assessment of Educational Progress, Kansas 4th and 8th graders ranked second in that nation on the mathematics assessment.

The involvement of parent and family members in their child's education is also of critical importance to us and to the success of our students. We know that when schools effectively involve parents and families in support of their children and their education, meaningful and lasting results are produced. Anne Henderson (author of *Beyond the Bake Sale*) once said:

“When parents are involved in their children's education at home, they do better in school. And when parents are involved in school, children go farther in school – and the schools they go to are better”
(Henderson & Berla, 1994).

Please know that not only do we value the participation of parents in their child's education, we honor it as well. A parent's vision for the future of their child's education is of utmost importance to us and their engagement in this process is one of the keys to a school's and your success as an educator. Parent involvement is a dynamic force that influences every child's future success.

Your role as an educator is to ensure that schools not only actively engage parents in the education of their children, but to also ensure that they play an integral role in assisting in their child's learning. Additionally, as educators, we must promise to keep parents informed of the expectations we have for their child, and to regularly report their student's progress. We also believe that communication between home and school must be regular, two-way and meaningful. Parents are always welcome in the schools, and their assistance and support are constantly sought.

It is our belief and practice that schools must view parents as full partners in the decisions that affect their child and their family. Please continue to develop this true partnership with parents as we work together to ensure that every child benefits from his/her educational program. Thank you for everything you do everyday for every child in Kansas.

Sincerely,

Alexa Posny
Commissioner of Education
Kansas Department of Education

National Standards for Family School Partnerships

In January of 2008, the Kansas State Board of Education endorsed the new PTA National Standards for Family School Partnerships. The new standards shift the focus from what schools should do to involve parents to what parents, schools, and communities can do together to support student success. Each of the six standards includes quality indicators for successful programs. The standards are available to all schools on the National PTA website, www.pta.org. Because of the work of the PTA in promoting parent engagement in schools, the PTA National Standards provided the framework for how schools are required to address all the parent involvement mandates under the 2002 No Child Left Behind (NCLB) federal education legislation. The PTA National Standards shaped the definition of parent involvement under Title IX of NCLB, as

“the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities; including ensuring that parents play an integral role in assisting their child’s learning; are encouraged to be actively involved in their child’s education at school; are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and the carrying out of other activities such as those in Title I, Sec 1118.”

The new PTA National Standards for Family School Partnerships are a comprehensive guideline that schools can use to determine how successfully they are implementing family school community partnerships. The new PTA National Standards for Family School Partnerships are as follows:

Standard 1. Welcoming all families into the school community

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2. Communicating effectively

Families and school staff engage in regular, meaningful communication about student learning.

Standard 3. Supporting Student Success

Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4. Speaking up for every Child

Families are empowered to be advocates for their own children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5. Sharing Power

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

Standard 6. Collaborating with Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

The National Standards for Family School Partnerships provide a foundation from which to build strong parent involvement policies (such as those required under Title I, Section 1118) and partnerships for all Kansas schools. As you examine the Standards, we are confident that you will begin to build and strengthen partnerships with families in your community.

Standard 1: Welcoming all families into the school community. Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

- Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.
- School staff receive professional development in the value and utility of contributions of parents, and how to reach out, communicate with, and work with parents as equal partners (1118, (e) (2)).
- Parents and other stakeholders report that they are actively welcomed when they visit the school.
- School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.
- School staff involves parents in personal communication about their students' progress at least once a month.
- School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.
- All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.

Standard 2: Communicating effectively. Families and school staff engage in regular, meaningful communication about student learning.

- School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, the school-parent compact, student assignment books, homework websites, and online grade books).
- School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).
- School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.
- School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.
- School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).
- At least 50 percent of parents respond to annual school and/or district stakeholder surveys.
- School staff make parents aware of the Kansas Parent Information Resource Center (KPIRC) through listing the KPIRC on the school's website, promoting the KPIRC in school newsletters, and providing parents with KPIRC resources.
- Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.

Standard 3: Supporting student success. Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

- Parents have multiple opportunities to learn about and discuss the following:
 - ◇ Kansas standards and expectations for all students
 - ◇ The school's curriculum, instructional methods, and student services
 - ◇ The school's decision-making process, including opportunities for parents to participate on councils and committees
 - ◇ Their children's learning and development, along with legal and practical options for helping their children succeed such as the IEP process
 - ◇ Community resources to support learning
 - ◇ Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys
- School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.
- School staff, with parents, develop a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement.
- School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.
- School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning, such as literacy training and using technology, and the schools' improvement efforts.
- School council has a classroom observation policy that welcomes families to visit all classrooms.
- School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.

Standard 4: Speaking up for every child. Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their student success.

- School staff involve parents in the development of a parent involvement policy that delineates how parents will share responsibility for, and assist in their student's learning.
- School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.
- Most parents participate actively in student-led conferences or other two-way communication about meeting their child's individual needs.
- Parents report participating actively and effectively in required planning for individual learning. (For example, Individual Education Plans, 504 Plans, and intervention strategies).
- School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.

- School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.
- As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their needs.

Standard 5: Sharing Power. Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, in practices, and programs.

- The school staff develops, with Title I parents, a parental involvement policy, that describes how parents will be involved in supporting their children's learning and providing input into the Title I program.
- The school staff involves parents in the planning, review, and improvement of Title I programs and the parent involvement policy.
- If the school is a Title I schoolwide program, the school staff involves parents in the development of the schoolwide program.
- The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the council and committees.
- School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in parent elections.
- Parents on the council and committees engage and mentor many other parents by reporting on multiple groups and seeking input through surveys, meetings, and varied other methods.
- The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.
- School council policies ensure active roles for parents on council and committees, and other groups making decisions about school improvement.
- Parents report that they are treated as valued partners on school leadership teams, council and committees, the school council, and other groups making decisions about school improvement.
- School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.

Standard 6: Collaborating with community. Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services and civic participation.

- School staff coordinates and integrates parent involvement programs and activities with other school and community-based organizations such as Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, and the Parents as Teachers Program.
- School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.

- School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.
- School leadership collaborates with employers to support parent and volunteer participation in students' education.
- School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.
- Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, Title I coordinators connect family with community resources and follow-up).
- School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.

Standard 1: Welcoming all families into the school community

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Distinguished	Proficient	Apprentice	Novice
<p>Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.</p> <p>Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.</p> <p>District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.</p> <p>Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.</p> <p>District and school staff encourage continuous and meaningful communication with all parents about their students' academic goals and progress.</p> <p>District and school staff identify family interests, needs and barriers and provides services to ensure academic success.</p> <p>Student/family feedback data on school welcoming and engagement efforts is retained in a useable confidential format and can be retrieved for district or school assistance to families.</p>	<p>Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.</p> <p>School staff implements systematic steps to welcome the parents of new ESL students (for example, using home visits, personal calls, or letters, open houses, and/or other methods).</p> <p>Parents and other stakeholders report that they are actively welcomed when they visit the school.</p> <p>School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.</p> <p>School staff involves parents in personal communication about their students' progress at least once a month.</p> <p>School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.</p> <p>All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.</p>	<p>Parents report their relationship with school staff is about discussing student academic performance and/or behavior.</p> <p>Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.</p> <p>Some parents report they are welcome to visit school.</p> <p>Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.</p> <p>Administrators and school staff are available to parents by appointment only to discuss their student's progress.</p> <p>Teachers informally collect some student needs data and some parents are contacted to discuss those needs.</p> <p>Staff occasionally ask for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.</p>	<p>Parents report that teacher/parent relationships are limited to discipline issues and/or reports of poor academic progress.</p> <p>School staff has limited involvement with parents of new and ESL students.</p> <p>Parents report that school staff makes little effort to welcome parents or community members when they visit the school.</p> <p>Parents receive information on school activities and are invited to conference if child is not doing well.</p> <p>Most communication from administrators is regarding safety and discipline issues.</p> <p>School staff has no plan for gathering information about students' learning needs.</p> <p>Student/family feedback is not included in any assessment of the school's efforts to welcome and engage parents.</p>

Standard 2: Communicating effectively.

Families and school staff engage in regular, meaningful communication about student learning.

Distinguished	Proficient	Apprentice	Novice
<p>Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient examples).</p> <p>District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.</p> <p>School and district staff use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.</p> <p>District and school leadership ensure that student achievement is discussed each semester with all parents.</p> <p>A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.</p> <p>District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.</p> <p>Stakeholders help plan district and school survey content regarding school performance as it relates to their child.</p>	<p>School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books).</p> <p>School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and email contacts, offering parent conferences, and making home visits).</p> <p>School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.</p> <p>School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.</p> <p>School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).</p> <p>At least 50% of parents respond to annual school and/or district stakeholder surveys.</p> <p>Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.</p>	<p>School staff relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas).</p> <p>School staff uses informal conversation and/or a parent teacher conference to listen to parents or inform parents of students' learning needs.</p> <p>School staff sometimes provide community organizations with information about academic expectations for parents who use their services.</p> <p>Student achievement data or achievement results are communicated informally to parents by school staff.</p> <p>Parent-teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.</p> <p>District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.</p> <p>School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.</p>	<p>School staff uses only one-way communication with parents to inform them about student work. (For example, student report cards and behavior reports).</p> <p>Parents receive information about student's learning needs when the student is failing academically.</p> <p>School staff rarely provide general information to the community about academic expectations of students.</p> <p>School staff, as mandated by law, addresses data on student achievement.</p> <p>Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference.</p> <p>Parents are not encourages to give feedback on school or student performance.</p> <p>School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all shareholders.</p>

Standard 3: Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Distinguished	Proficient	Apprentice	Novice
<p>District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.</p> <p>All stake holders are engaged in conversation and written communication about the academic progress of all students in school and district.</p> <p>School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.</p> <p>District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.</p> <p>School staff has posted council policy on classroom visits, with access to all classrooms.</p> <p>Parent leaders regularly work with all parents to develop ways to improve parent understanding of learning issues.</p>	<p>Parents have multiple opportunities to learn about as discuss:</p> <ul style="list-style-type: none"> • Kansas standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys. <p>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p> <p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p> <p>School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.</p> <p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p> <p>School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.</p>	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> • Kansas standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. <p>School staff provides parents with information about their child's academic progress and the progress of the school.</p> <p>School staff exhibits some student work with scoring guide and proficient level work.</p> <p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p> <p>School council has a classroom observation policy that allows parents access to most classrooms by appointment only.</p> <p>School staff relies on the parent organizations to provide learning opportunities for parent leadership.</p>	<p>School provides one open house a year and offers some written materials about:</p> <ul style="list-style-type: none"> • Kansas standards and expectations for all students. • School's decision-making process, including opportunities to participate on councils and committees. <p>School staff provides parents only with information mandated by reporting requirements on student achievement.</p> <p>Some student work of various levels is exhibited in the classroom.</p> <p>School staff offers some information to parents to learn how to support their child's learning.</p> <p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p> <p>There is little or no development of parent leaders.</p>

Standard 4: Speaking up for every child.

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Distinguished	Proficient	Apprentice	Novice
<p>District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.</p> <p>District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.</p> <p>Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEP's 504 plans and intervention strategies.</p> <p>School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.</p> <p>District and school staffs ensure that parents and community members are trained to serve as educational advocates or to access trained educational advocates for students to meet their academic goals.</p> <p>District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.</p>	<p>School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.</p> <p>Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.</p> <p>Parents report participating actively and effectively in required planning for individual learning, (for example, Individual Education Plans, 504 Plans, and intervention strategies).</p> <p>School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.</p> <p>School staff ensures that parents and community members are well informed about how to become and educational advocate or how to access and educational advocate when needed.</p> <p>As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.</p>	<p>There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.</p> <p>Some parents are involved in informal conversation with school staff to address their child's individual learning needs.</p> <p>Parents report that they are invited to attend meetings to discuss Individual Education Plans, 504 plans, and intervention strategies.</p> <p>School Council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.</p> <p>School staff makes minimal effort to encourage parents to advocate for their child's academic success.</p> <p>Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.</p>	<p>School staff does not know which students have a parent or another adult who can speak up for them regarding academic goals and learning needs.</p> <p>School staff does not involve parents to address their child's learning needs. School staff only informs parents of student's academic progress.</p> <p>Parents report that they are informed as required by law to participate in Individual Education Plans, and intervention strategies.</p> <p>Teachers handle parent complaints but outcomes are not tracked or reported.</p> <p>School staff puts forth no effort to encourage parents to advocate for their child's academic success.</p> <p>Some teachers provide additional help or strategies to novice learners in their classroom but do not inform the parents about strategies used.</p>

Standard 5: Sharing Power

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

Distinguished	Proficient	Apprentice	Novice
<p>All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.</p> <p>School council and committees have all stakeholder groups represented, provide interpreters and translated materials, meetings are well publicized and convenient. At least 60% of parents vote in parent election.</p> <p>School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.</p> <p>Parents and community stakeholders are trained in academic achievement planning and authentic participation, with school council regularly checking the implementation and impact of the work.</p> <p>School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.</p> <p>Parents and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.</p> <p>School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.</p>	<p>School staff offers professional learning community opportunities, workshops, and accessible written communication to equip parents for service on councils and committees.</p> <p>School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters, and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in parent election.</p> <p>Parents on the council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.</p> <p>School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.</p> <p>School council policies ensure active roles for parents on committees, in school improvement planning, and also in decisions about the education of their individual children.</p> <p>Parents report that they are treated as valued partners on school leadership teams, councils and committees, and other groups making decisions about school improvement.</p> <p>School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.</p>	<p>Parents elected to serve school council and some other parents who serve on committees are invited to attend training offered by school or district.</p> <p>School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in parent elections.</p> <p>School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.</p> <p>School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.</p> <p>School council encourages parents to serve only a committee that deals with parent involvement and/or school climate.</p> <p>Parents report that they are sometimes encouraged to take part in discussions about school improvement.</p> <p>School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.</p>	<p>Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on committees.</p> <p>School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for parent elections.</p> <p>School chair sends council minutes to largest parent organization with no follow-up.</p> <p>School council has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.</p> <p>School council does not encourage parent participation on committees or school planning.</p> <p>Staff and parents have no knowledge of authentic participation.</p> <p>Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.</p>

Standard 6: Collaborating with community.

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Distinguished	Proficient	Apprentice	Novice
<p>School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.</p> <p>District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.</p> <p>School leadership and council compacts with an employer network that promotes adult participation in education.</p> <p>District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.</p> <p>School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.</p> <p>District staff and school leadership ensures all stakeholders are aware of community-based learning opportunities that are linked to student-specific needs.</p>	<p>School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.</p> <p>School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.</p> <p>School leadership collaborates with employers to support parent and volunteer participation in students' education.</p> <p>School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.</p> <p>Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, Title I coordinators connect family with community resources and follow—up).</p> <p>School staff offers and publicizes community-based learning activities, such as tutoring linked to curriculum, for all students and parents.</p>	<p>School leadership periodically meets with some business leaders to discuss information on student achievement.</p> <p>Some teachers ensure that students participate in programs within the community that are linked to student learning.</p> <p>Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.</p> <p>School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.</p> <p>Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).</p> <p>School staff maintains a resource directory on some agencies, programs and services that will provide services to students.</p>	<p>School leadership informs the community once a year about student achievement. (For example, letters to editors or newspaper article).</p> <p>After school programs are offered to some students.</p> <p>School leadership rarely invites employers to support adult participation in education.</p> <p>Staff sometimes collaborates with community agencies to address general student academic needs.</p> <p>Parents are given information about community resources from school program coordinators or school staff.</p> <p>School staff rarely updates or communicates with local agencies or programs that provide learning services.</p>

