

# Family and Community Engagement Framework Checklists

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## Introduction

Family engagement positively impacts student achievement, reduces absenteeism and improves behavior, according to research from Dr. Karen Mapp and Dr. Anne Henderson (2009). While many districts recognize the value of family engagement, they often struggle to implement effective strategies to leverage its impact. The following checklists and resources aim to support effective family and community engagement (FACE) in all Illinois schools and districts.

Our [Family and Community Engagement Framework Guide](#) outlines guiding principles, each accompanied by two standards, which are further broken down into descriptors. The checklists provide concrete examples of these descriptors in practice, offering clear strategies to foster or improve engagement within schools and districts. It is important to note that these are not exhaustive lists of strategies, and your own community may have recommendations for making the school culture and environment more engaging.

Family and community engagement is a shared responsibility across the district and in the school. Schools should form FACE advisory groups with diverse stakeholders who can offer varied, honest perspectives. The [Stakeholder Advisory Group](#) document addresses FAQs about creating such a group.

The group's role is to collect data on demographics, family engagement, and community partnerships and to use this information to assess current practices and identify areas for improvement. The following checklists can help FACE advisory groups identify strengths and areas for growth in creating a culture of engagement.

Group members should bring both qualitative and quantitative data, as well as personal insights, to inform the discussion. Group leaders should be prepared with resources to support the work. Examples of these resources and data points are provided.

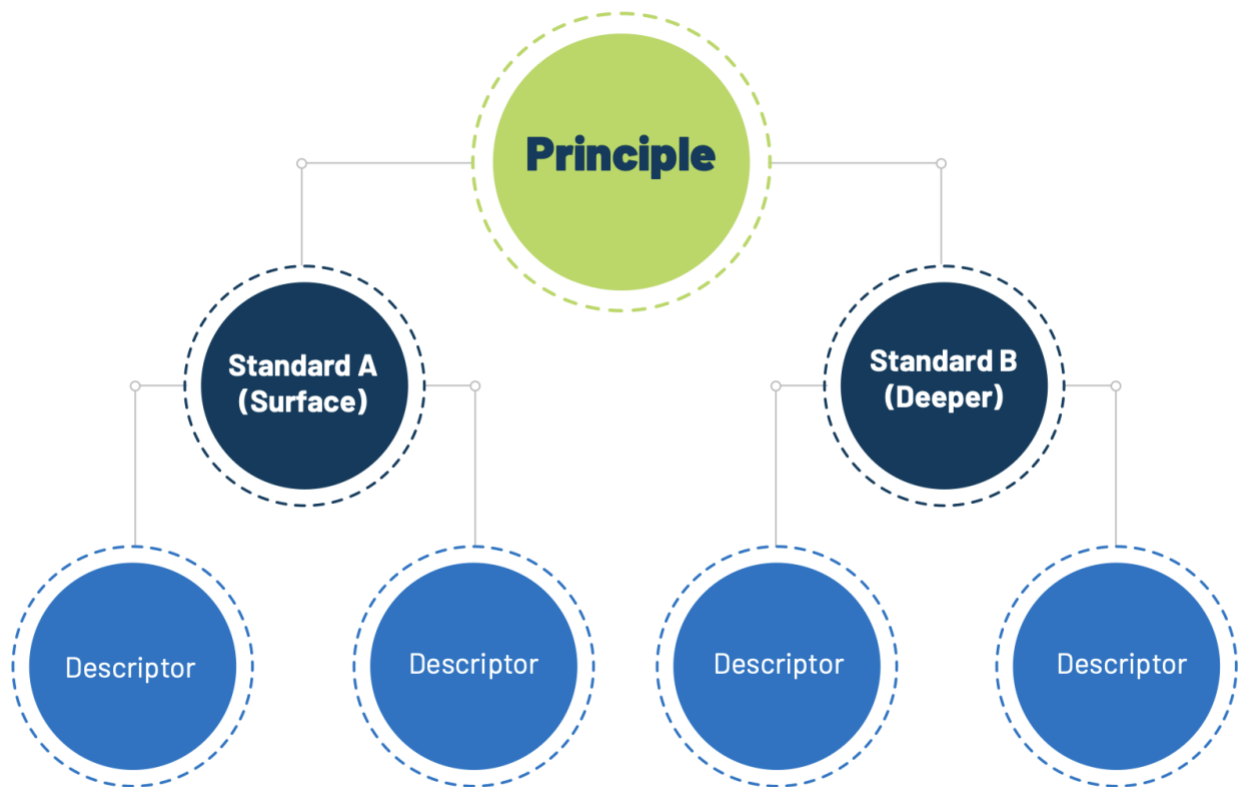
# Resources

- [Illinois Report Card](#)
  - You may search the Report Card of your district or school to access demographic information and gain insights on growth and proficiency in a multitude of areas.
- [Needs Assessment Guidebook](#)
  - A needs assessment is a systematic approach to evaluating strengths and areas of growth that uses relevant data to determine gaps in student outcomes. It includes a [root cause analysis](#).
- [Asset Mapping Template](#)
  - An asset mapping template is used to determine the community strengths, resources, and assets of your district/school in the effort to solve problems.
- The [5Essentials | UChicago Impact](#)
  - This website has information on research pertaining to the 5Essentials System, professional development, and how to disaggregate your data to interpret it at a granular level.
  - You may also use other student, parent, and staff climate survey data from surveys given by your school or district.
- Office Discipline Referral Data
  - Office discipline referrals (ODRs) are documented student discipline referrals from teachers/staff members to administrators. Use ODR data to look for patterns and trends in student behavior.
- Absenteeism Data
  - Absences should be examined to look for patterns and trends in student attendance.
- Sign-In/Exit Slips
  - Each family event should include a method for capturing attendance, such as a sign-in sheet or description of the registration process.
  - Consider using exit slips or brief mini surveys at the conclusion of an event to assess key successes, as certain areas that could be improved, and determine to what extent objectives were achieved.
- Communication Application Analytics
  - Your school's communication platforms should provide analytics to track how many families are receiving and engaging with your messages.
  - Staff should also maintain communication logs.

## Framework Overview

The Family and Community Engagement Framework includes four essential elements. Each element then has a guiding principle that is a broad definition of the element. The principle is broken into two standards: A and B. Standards grouped under A are generally easier to implement because they require minimal effort or resources. Standards grouped under B may be more challenging to implement because they may require more funding and/or professional development, and in some instances a shift from traditional practices schools may have in place.

Subsequently, under each standard is a descriptor that details how the standards may be implemented in a school or district. Again, it is important to note that this is not intended to be an exclusive or exhaustive list. They are meant to provide actionable steps to put into effect to accomplish the standard.



# Implementing the Framework

These checklists track progress toward implementing each standard and descriptor of the Family and Community Engagement Framework. Assign a score of 1-4 for each **descriptor**, which typically has four-six components. The "Notes/Evidence" column is for adding links to presentations, websites, photos, data, and other evidence of the components in practice for future reference.

## Scoring the Status of Implementation of Each Descriptor:

- (4 points) **Maintaining:** Most components of the descriptors have been implemented consistently for two or more school years.
- (3 points) **Achieved:** Some of the components of the descriptors have been implemented consistently for at least one school year.
- (2 points) **In Progress:** At least one of the components of the descriptors is implemented consistently.
- (1 points) **Not Started:** None components of descriptor have been implemented, or few have been implemented inconsistently.

Add the descriptor scores to get the total score for the standard. Divide by the maximum possible points to calculate the implementation percentage. Then, note the priority level or interest in addressing the principle/standard for the school year to guide your team's action plan for increasing engagement.



## Essential Element: Welcoming and Inclusive Environment

### Guiding Principle

District/school staff foster a welcoming and inclusive environment for all families.

### Standards

**a. Physical Environment:** Up to date, conducive to learning, and inclusive.

**b. Culture and Climate:** A community of belonging.

#### Standard a. Physical Environment: Up to date, conducive to learning, and inclusive.

Descriptors	Status (1-4)	Notes/Evidence
<b>1. Areas such as the main entrance, office, gym, etc. are labeled with appropriate signage in preferred languages of families.</b>		
<p>___ Signs and bulletins are in English and families' preferred languages/braille, if needed.</p> <p>___ Signs are large and clear enough to read at a distance.</p> <p>___ Signs, informational bulletins, and marquees are up to date.</p> <p>___ Information and resources are displayed in areas accessible to families (e.g., a marquee outside, bulletin board at main entrance, flyer stand, etc.).</p>		
<b>2. School buildings are physically accessible to all families.</b>		

<p>Think especially of the public areas where you would invite families to an event.</p> <p>___ Adults with Disabilities Act (ADA) entrances and restrooms are accessible at all times.</p> <p>___ Gender neutral, family, or companion restrooms are available.</p> <p>___ Priority seating is available for those who may need it (e.g. those who have limited mobility or are hard of hearing or visually impaired).</p> <p>___ Walkways and hallways are clear of clutter.</p> <p>___ School staff monitor the entrance to greet visitors during school hours.</p> <p>___ A designated waiting area is available for visitors.</p>		
<p><b>3. Displays include up-to-date student work that demonstrates learning.</b></p>		
<p>___ Displays/bulletin boards indicate the learning standards theme, essential question, or unit the students' work is connected to.</p> <p>___ Displays/bulletin boards and student work is updated monthly, at a minimum.</p> <p>___ All students have an opportunity to display their work regardless of ability and through different mediums.</p> <p>___ Student work is original and student created (not fill-in-the-blank worksheets or copied from board or book).</p>		

<b>4. Classroom and building decorations include all students' cultures and identities throughout the building or within the community or city at large.</b>		
<p>___ Decorations/celebrations reflect the populations that are served.</p> <p>___ Parents and community members are invited to assist in the beautification and decoration of the school.</p> <p>___ Cultures and identities are celebrated during and beyond their national months/days (e.g., Native American Heritage Month, Autism Acceptance Month, Women's History Month, Youth Homeless Outreach Prevention and Engagement (HOPE) Month, etc.).</p> <p>___ Building administration and school staff actively highlight and authentically represent historically marginalized groups through books, decor, events, and curriculum.</p> <p>___ Celebrations/events take place both in and out of the school day/building.</p>		
<b>Total score: your points/ 4 descriptors x 4 points possible</b>	___/16	<b>Percentage</b> ___%
<b>Identify Priority Level (High, Medium, Low)</b>		<b>Identify Priority Descriptors</b>

Standard b. Culture and Climate: A community of belonging.		
Descriptor	Status (1-4)	Notes/Evidence
<b>1. District/school advocates for all students fairly and allows access to relationships and opportunities that will support their success.</b>		
<p>___ School staff have clearly defined high expectations and rigorous instruction for all students.</p> <p>___ School staff intentionally invite traditionally marginalized families to meetings and events.</p> <p>___ School staff reach out to families who missed meetings/events to express they were missed and provide a recap.</p> <p>___ School leadership teams review disaggregated data to ensure there is no disproportionality in access to opportunities.</p> <ul style="list-style-type: none"> <li>• When disproportionality is found, leadership and staff advocate for specific services, resources, or policy changes to benefit an individual student or body of students.</li> </ul> <p>___ All families have access to tools to communicate with the school.</p>		
<b>2. Culturally responsive materials and resources are integrated in the learning environment.</b>		



<p>___ Current events and students' individual interests are incorporated appropriately into the instruction.</p> <p>___ Resources are developed with an equity lens reflecting racial, cultural, and linguistic diversity.</p> <p>___ The school library and classrooms feature books with diverse protagonists that reflect the student population and are available in families' preferred languages.</p> <p>___ Different cultures are represented and authentically taught in the curriculum with opportunities for students/families to share their cultures with the class/school.</p> <p>___ Students are allowed to show comprehension/mastery in a variety of ways (e.g., projects, formative assessments, observations, etc.).</p> <p>___ Students are given supplies/resources for big projects with adaptable school supplies readily available for those who need them.</p> <p>___ Students have opportunities to co-design lesson plans and projects.</p>		
<p><b>3. All families, and especially historically underrepresented groups, are encouraged to join in leadership roles and share their expertise.</b></p>		
<p>___ Families who represent a diverse group of students, including, but not limited to, grade level, program of instruction, race, gender, socio-economic status, etc. are included in advisory groups or committees.</p>		

<p>___ Underrepresented groups are individually invited to participate in planning or consulting sessions.</p> <p>___ Parents/caregivers are invited to present their areas of expertise to the classroom/school/teachers/staff.</p>		
<p><b>4. Professional development incorporates effective family engagement practices; cultural proficiency of community; and Diversity, Equity, Inclusion, and Accessibility (DEIA).</b></p>		
<p>___ Professional development on Individuals with Disabilities Education Act (IDEA), the Individualized Education Program (IEP) and 504 Plan process is provided to all educational staff (not just to special education or diverse learners staff).</p> <p>___ School-based staff are trained in mitigating implicit bias and preventing and managing subtle acts of exclusion (micro-aggressions).</p> <p>___ Professional development focuses on updated, effective research-based family engagement and includes awareness and competency of the culture in the local community.</p> <p>___ Administration provides books, articles, and outside training opportunities on best practices for family engagement that include a focus on diversity and equity.</p>		

<b>5. District/school personnel invite parent/caregiver opinions on school climate and transparently engage families in the areas of opportunity and improvement.</b>		
<p>___ Families are surveyed beyond the 5Essentials Survey through various means (pen and paper, forums, focus groups, etc.).</p> <p>___ District/school/school board hosts open forums, roundtables, community meetings, etc. at hours that are convenient for families.</p> <p>___ There is follow-up communication summarizing surveys, events, and action taken by the school board or administration. Contact information is included in the communication.</p> <p>___ Families are asked in a variety of ways to give input in problem-solving a concern or issue the school/district is facing.</p> <p>___ School empowers families to advocate for themselves by providing procedures, channels, and a clear chain of communication.</p>		
<b>Total score: your points/ 5 descriptors x 4 points possible</b>	___/20	<b>Percentage</b> ___%
<b>Identify Priority Level (High, Medium, Low)</b>		<b>Identify Priority Descriptors</b>



## Essential Element: Effective Communication

### Guiding Principle

District/school personnel engage in meaningful and equitable 360-degree exchanges of communication with families to support the whole student.

### Standards

**a. Accessibility:** Ensuring ease of information-sharing by all.

**b. Advocacy and Support:** Aiding families with self-efficacy.

#### Standard a. Accessibility: Ensuring ease of information-sharing by all.

Descriptors	Status (1-4)	Notes/Evidence
<b>1. District/school personnel ensure that communication is clear and effective in culturally sustaining ways.</b>		
<p>___ Acronyms are spelled out and pedagogical jargon is defined on first reference in family-facing materials.</p> <p>___ School-based staff recognize and make efforts to accommodate cultural differences in communication. (e.g., eye contact, choice of vocabulary, use of technology).</p> <p>___ School-based staff seek to understand the perspectives of their students, families, and communities when meeting with them.</p> <p>___ Communications include a contact person and a method for follow-up questions or additional information.</p>		

<p>___School creates a shared glossary of terms with common language to be used by all stakeholders.</p>		
<p><b>2. District/school personnel regularly interact with students, families, and communities in both English and their home language via their methods of preference (e.g., email, text, phone, etc.).</b></p>		
<p>___Schools survey families throughout the year to capture their current contact information and preferred method for being contacted (e.g., phone call, texting, WhatsApp, etc.).</p> <p>___Staff use Home Language Survey data to provide messages to families in their preferred language.</p> <p>___An onsite staff member or a service provider is available to interpret/translate. (If not, the staff know the protocol for locating an interpreter or for translating documents.)</p> <p>___Consideration is made for those who need interpretation (including American Sign Language) for events open to the public.</p> <p>___School/district administration builds relationships with local news media and shares positive stories about the school, programming and events, and student successes with reporters.</p>		
<p><b>3. District/school personnel ensure manuals and policies are easily</b></p>		

<b>accessible for families and the community.</b>		
<p>___Manuals and policies are easy to locate online and are accessible to by read by a screen reader for those who are blind or have low vision.</p> <p>___Paper copies are available in the school or by request for families.</p> <p>___Manuals and policies are available in all of the languages spoken by the school community, based on the Home Language Survey data, and in braille, if necessary.</p> <p>___District/school hosts workshops/presentations to explain protocols and policies that families need to reference frequently (e.g., volunteering, bullying, discipline).</p> <p>___Staff recognize signs of adult illiteracy in family members, such as avoiding forms or reading, and have strategies to support them in their understanding of the manuals/policies (e.g. video presentations, one on one guidance, adult literacy classes etc.).</p>		
<b>4. District/school personnel share with parents and students any programs, strategies, and resources to address barriers to learning.</b>		
<p>___Staff explain options for services available to students with an IEP or 504 Plan.</p> <p>___Staff have inventoried or surveyed families to understand some of the barriers</p>		

that may be preventing a student from learning to their full potential and find resources to support them. ___Staff directly refer families to resources and follow up with the referral agency to ensure connection is made with the family.		
<b>Total score: your points/ 4 descriptors x 4 points possible</b>	<b>___/16</b>	<b>Percentage___%</b>
<b>Identify Priority Level (High, Medium, Low)</b>		<b>Identify Priority Descriptors</b>

Standard b. Advocacy and support: Aiding families with self-efficacy.		
Descriptors	Status (1-4)	Notes/Evidence
<b>1. District/school personnel provide information pertaining to parental rights, policies, and practices.</b>		
<p>___ Families have easy access to information about policies, handbooks, and protocols.</p> <p>___ Families are surveyed on their understanding of procedures and opportunities for advocacy.</p> <p>___ Practices/protocols are written in a simple, easy-to-follow manner with step-by-step guidance for families.</p>		
<b>2. District/school personnel share information about how standards and curriculum are used by teachers.</b>		
<p>___ A syllabus is provided for each content area the students will take.</p> <p>___ Staff hosts curriculum open house to inform families of the different curriculum used, the priority standards for the unit/year, and what proficiency looks like for each.</p> <p>___ Parents are given access to curricular materials, such as letters home explaining units, manipulatives with instructions, online textbooks, computer applications etc.</p>		
<b>3. District/school personnel help families understand student expectations; classroom activities; and strategies being used to promote students' academic, physical, and social emotional and behavioral development.</b>		



<p>___Teachers/staff are accessible to answer questions regarding expectations and student support.</p> <p>___Teachers provide strategies/games/applications specific to a student's area of growth or enrichment.</p> <p>___Staff actively promote resources for academic, physical, social emotional and behavioral development.</p> <p>___The school and teachers have clear expectations posted in common areas and in the classroom and explicitly instruct children on those expectations with examples and role play.</p> <p>___The school provides training for parents/caregivers/community members to understand the different initiatives in the school and how they can support them.</p>		
<p><b>4. District/school personnel inform students and parents of the types of summative and formative assessments that will be used each year and the resulting data.</b></p>		
<p>___There is an accessible assessment calendar for families that specifies the assessment windows for the district and the state.</p> <p>___There is an accessible brochure/flyer/manual that describes each assessment, its purpose, and what student population is included.</p> <p>___The district/school staff host workshops to describe assessments along with strategies for test-taking, reading the results,</p>		

<p>and maintaining or improving on previous year's results, if applicable.</p> <p>___The teachers inform students and families when assessments will be given throughout the quarter and what standards will be tested.</p> <p>___The teachers share the results of tests in a timely manner with projected/final growth and attainment and clearly explain the difference between growth and attainment and how scores are achieved.</p>		
<p><b>5. District/school personnel communicate regularly with parents and students about their students' and school's progress.</b></p>		
<p>___The teacher(s) regularly communicate positive student experiences with families.</p> <p>___The building leadership team looks for trends in overall school progress data, analyzes them, and shares those results with families.</p> <p>___The teachers and paraprofessionals understand the IEP/504 Plan/Behavior Intervention Plan goals and accommodations of the students they serve and are able to communicate progress toward the goals with students and families.</p> <p>___Families are provided with a way to directly communicate academic, behavioral, or social-emotional concerns that may impact their students' progress to their teacher.</p>		
<p><b>6. District/school personnel help families navigate the chain of communication,</b></p>		

<p><b>policies, and protocols to best support their students.</b></p>			
<p>___Contact information and titles for school staff are easy to locate, kept up to date, and distributed to families.</p> <p>___Communication protocols are clearly outlined and distributed to families.</p> <p>___The district has a clear communication policy, school visitation policy, and protocols that are shared with families.</p> <p>___Concerns are addressed in a timely manner. (Those reporting concerns receive a call back or email within two business days with acknowledgement of receipt of concern and information about follow-up steps.)</p> <p>___Parents are given access to submit concern and praises anonymously.</p> <p>___Parents/caregivers are provided dates in advance for school board, council, and committee meetings and clear protocols for providing public comment in writing or in person. Agendas for meetings are posted in accordance with Open Meetings Act requirements.</p> <p>___Virtual access is provided for school board, council, and committee meetings.</p>			
<p><b>Total score: your points/ 6 descriptors x 4 points possible</b></p>		<p>___/24</p>	<p><b>Percentage</b>___%</p>
<p><b>Identify Priority Level (High, Medium, Low)</b></p>			<p><b>Identify Priority Descriptors</b></p>



## Essential Element: Trusting Relationships

### Guiding Principle

Districts/schools personnel build trusting relationships that honor families as partners and include them in the decision-making process.

### Standards

- a. Equitable and inclusive relationship with all partners.
- b. Sharing responsibility and power.

Standard a. Equitable and inclusive relationships with all partners.		
Descriptors	Status (1-4)	Notes/Evidence
1. District/school personnel cultivate equitable and inclusive relationships with students, their families, and the community.		
___ Staff introduce themselves and learn the names of the students and the families they serve. ___ Teachers make time to connect with families individually, beyond parent-teacher conferences. ___ Teachers meet with students individually and in small groups. ___ Staff are visible at out-of-school time and community events.		
2. District/school personnel actively listen to family and community members and respect their opinions.		
___ The school provides an outlet for families to share their opinions in a safe space. (This		

<p>may mean in a location outside of the school, such as at a local public library, or partnering with a local church or community organization.)</p> <p>___ District/school staff summarize their understanding during conversations to ensure accurate interpretation of the message.</p> <p>___ When disagreements arise, school staff reframe the conversation to find common ground and a student-centered solution.</p> <p>___ Prior to difficult conversations, all parties know that they can end the conversation/meeting to take a break and refocus.</p>		
<p>3. District/school personnel approach their work, students, families, co-workers, and communities with an asset-based mindset, affirming the value of the students' backgrounds and identities.</p>		
<p>___ District/school staff survey families to gauge the interests and skills they would like to share with the school community.</p> <p>___ District/school staff provide volunteer training for families.</p> <p>___ School staff learn the different communities in their building, understanding that "communities" is not a term limited to race/ethnicity (e.g., generations, religions, special interest groups, etc.).</p> <p>___ District/school staff ask families to opt-in for participating in giveaways. (They do not assume family is in need.)</p>		

<p>4. District/school personnel demonstrate integrity by being transparent, acting in an ethical manner, and following through on commitments.</p>		
<p>___Timely communication is shared when there is a sensitive concern to the school community.</p> <p>___When a protocol or procedure is not followed, staff explain the exception or the error.</p> <p>___When an error is made, district/school staff quickly work to resolve it and inform those affected.</p> <p>___School staff invite families to review practice and protocols with an equity lens.</p> <p>___When a commitment cannot be followed through on, school staff communicate why.</p>		
<p>5. District/school personnel are proactive and responsive to diverse student and family needs.</p>		
<p>___School administration analyzes community resources to understand the gaps in services and needs of the families.</p> <p>___School administration and staff stay abreast of local, state, and federal policy and resource allocation changes that may affect their student population.</p> <p>___School administration keeps an updated list of internal and external family support and community resources and maintains relationships with direct contacts.</p> <p>___School administration survey families to learn how they would best feel supported.</p>		

6. District/school staff effectively engage parents from diverse backgrounds, especially those who have been historically marginalized.		
<p>___ School staff review sign-in data and follow up with those who were not in attendance to ask if there is anything that could be done to better accommodate them in the future.</p> <p>___ District/school staff forge partnerships with community activist groups to aid in crafting events and hosting those they advocate for.</p> <p>___ School staff ensure engagement projects are relevant to the various groups they serve.</p>		
<b>Total score: your points/ 6 descriptors x 4 points possible</b>	<b>___/24</b>	<b>Percentage: ____%</b>
<b>Identify Priority Level (High, Medium, Low)</b>		<b>Identify Priority Descriptors</b>

Standard b. Sharing responsibility and power.		
Descriptors	Status (1-4)	Notes/Evidence
1. District/school leadership understands and includes the important role families play in the educational process and the impact family engagement has on student outcomes.		
<p>___ District has a robust policy on family engagement that stresses the importance of school-home partnership.</p> <p>___ The school partners with families on the creation of a school/parent/student shared compact that clearly outlines the responsibility of each.</p> <p>___ School co-constructs the mission and vision with the school community and clearly communicates it.</p> <p>___ School co-creates a definition of family and community engagement and staff expectations for implementation.</p>		
2. District leadership and school board identify and remedy power imbalances.		
<p>___ School administration and staff consider who might be negatively impacted by changes in practices or protocols and work to minimize those effects.</p> <p>___ School board and district leadership create clear protocols for all students, while allowing for appropriate exceptions.</p> <p>___ School board and district leadership actively invite traditionally marginalized families to participate in creating and reviewing policies, protocols, and opportunities to</p>		



identify and address potential injustice or exclusion of certain groups.		
3. District/school leadership and board actively solicit input from all families in a variety of manners and take it into account when making decisions.		
<p>___Teacher/building administrators regularly ask for feedback from students and families through surveys, exit slips, and open forums when implementing a new initiative or change.</p> <p>___District leadership invites parents' input when adopting curriculum.</p> <p>___Administration communicates to families how their input was included in decisions.</p> <p>___Staff review survey data to identify families who did not participate, then directly invite them to engage or ask for feedback on the survey itself.</p>		
4. District/school personnel and families jointly develop and review programming for families.		
<p>___District/school staff invite families to take inventory of current family programming and look for opportunities to streamline or expand them.</p> <p>___Schools have an active parent group that is supported by staff and administration (PTO, PTA, boosters, etc.).</p> <p>___District/school staff train parents/caregivers to support or lead family programs.</p> <p>___District/school leadership invite families to budget planning and resource allocation meetings.</p>		

5. District/school personnel encourage students and parents to participate in problem-solving discussions related to their child.		
<p>___ Staff are trained in de-escalation techniques and implement them when necessary.</p> <p>___ Staff discuss students' and parents' rights and responsibilities with families.</p> <p>___ Teachers and paraprofessionals work with families to determine individual student's interests and goals to find ways to motivate and incentivize them.</p>		
6. District/school personnel share data and include parents and students in the continuous improvement process.		
<p>___ Families feel safe to express their opinions, even if they are negative.</p> <p>___ School/district hosts open forums, roundtables, community meetings, etc. to review safety and behavioral data, find trends, listen to concerns, and offer solutions.</p> <p>___ Staff check in frequently with parents who have expressed a concern or negative experience to ensure issues are resolved.</p> <p>___ Parents are invited to observe class and give feedback.</p>		
7. District/school personnel build the capacity of parents so that they may effectively engage in the decision-making process.		
___ District/school hosts workshops to explain common practices, such as steps to advocate for an IEP or 504 Plan, qualify for or exit		

bilingual programs, and apply for gifted or accelerated programs, etc. ___Staff provide self-efficacy workshops and aid families in understanding school initiatives. ___Schools empower families to advocate for themselves by providing the procedures and channels for doing so.		
<b>Total score: your points/ 7 descriptors x 4 points possible</b>	___/28	<b>Percentage: ____%</b>
<b>Identify Priority Level (High, Medium, Low)</b>		<b>Identify Priority Descriptors</b>



## Essential Element: Community Collaboration

### Guiding Principle

District/school personnel collaborate effectively and engage with local community members, organizations, agencies, businesses, and places of worship to enhance a positive learning environment.

### Standards

- a. Building an understanding of the community.
- b. Sharing resources and decision-making.

#### Standard a. Building an understanding of the community.

Descriptors	Status (1-4)	Notes/Evidence
1. District/school personnel conduct an asset map and needs assessment of the community.		
<p>___ District/school staff use data points from various sources to understand the assets and needs of the community, including future employment opportunities. (Data sources can include census, social workers, 5Essentials Survey, nonprofits, community forums.)</p> <p>___ District/school staff reach out to the broader community to find resources that serve their local school and district.</p> <p>___ District/school staff create a shared list/database of asset map for all staff to access.</p> <p>___ District/school staff reach out to nonprofits/agencies to determine criteria for families to obtain their resources.</p>		

<p>2. District/school personnel understand issues affecting community and work with partners to assist in communitywide solutions.</p>		
<p>___ District/school administration stay abreast of local news and how it may impact their learning community.</p> <p>___ Staff participate in/help to plan community events, forums, city meetings.</p> <p>___ District administration works with local government officials to solve community concerns and implement prevention strategies.</p> <p>___ Secondary educators/counselors work with local trade schools, colleges, universities, and businesses to update themselves on career and college trends, scholarships, work development, community service opportunities, etc.</p>		
<p>3. District/school personnel provide staff and school board with cultural competency professional development.</p>		
<p>___ District/school professional development includes topics such as culturally responsive teaching and learning standards, mitigating implicit bias, restorative practice and behavior management strategies, and communicating with diverse communities to all stakeholders, including school board members, with an emphasis of shared vocabulary.</p> <p>___ District/school partners with families/community to provide professional development on the culture(s) of the community.</p> <p>___ School board members are invited to join district committees and parent groups who are focused on DEIA and family engagement.</p>		

4. District/school personnel learn about the children and families in the community.		
<p>___ District/school staff provide open forums for families, including those not registered in the district, to share their experience when interacting with the school, specifically, areas of celebration and opportunities for growth.</p> <p>___ District/school staff conduct structured home visits. (Home visits can be made in an agreed location outside of the home.)</p> <p>___ Teachers conduct conferences with students and families to determine their strengths, areas for growth, preferences, pain points, motivations, aspirations, and needs.</p> <p>___ Building administration and staff research the faith-based communities in their area that serve their families and work to collaborate with and learn from them.</p>		
<b>Total score: your points/ 4 descriptors x 4 points possible</b>	___/16	<b>Percentage: ____%</b>
<b>Identify Priority Level (High, Medium, Low)</b>		<b>Identify Priority Descriptors</b>

Standard b. Sharing resources and decision-making.		
Descriptor	Status (1-4)	Notes
1. District/school personnel connect schools with community partners.		
<p>___The district maintains a policy on community partnerships and communicates protocol to all stakeholders.</p> <p>___District/school administration takes inventory of local businesses and meets with owners/managers to understand the services/goods/job opportunities that can be provided.</p> <p>___District/school staff send regular communication to community partners.</p> <p>___School has a point person for community stakeholders to contact when looking for opportunities to partner.</p>		
2. District/school personnel, families, and community members acknowledge a shared responsibility in the academic, physical, social, emotional, and behavioral development of youth.		
<p>___District administration provides resources, professional development, and systems to support a student's development beyond academics.</p> <p>___Staff work with outside agencies and experts to enhance social-emotional and behavioral supports both within the school and outside of it.</p> <p>___The school partners with the community and families to provide opportunities for students beyond the school day.</p>		
3. District/school personnel partner with community organizations to further empower		

caregivers and students in decision-making and the academic process.		
<p>___District/school staff cultivate relationships with community, political and faith-based leaders and listen to their concerns.</p> <p>___District/school forums/workshops are held in trusted community spaces with input from community leaders.</p> <p>___District/school administration invite agencies and nonprofits to share their expertise and data to plan events for parent/caregiver input.</p> <p>___A community bulletin board within the school displays information and events, following the established policy and protocol.</p>		
4. District/school leaders partner with community leaders and business partners to join committees; provide input in decisions; be guests in the teaching process; and volunteer, donate, and enable additional opportunities for families and students (e.g., field trips, apprenticeships, incentives).		
<p>___District/school staff partner with businesses, alumni, agencies and nonprofits to provide schools with service learning, volunteer, and internship opportunities.</p> <p>___District/school staff meet with local business owners and leaders to discuss ways to partner beyond donations.</p> <p>___District/school staff create a roundtable for community leaders and partners to share their information and concerns.</p>		
5. District/school personnel collaborate with filter or transition schools, alternative schools, early		



childhood programs, higher education institutions, and career and technical education schools to create continuum in learning and additional opportunities.		
<p>___ Administrators from early childhood, elementary, middle, high, and alternative schools have regular meetings to discuss calendars of events, academic growth, curriculum, family and community concerns and expectations.</p> <p>___ Administration meets with local day care providers and preschool directors to share expectations for incoming kindergartners, host registration nights, and share overall information that will benefit the families.</p> <p>___ School hosts feeder school students for a day and connects them with current students (e.g., fifth grade class invited to the middle school that they will be enrolled in for the following year).</p> <p>___ School staff coordinate field trips with higher education institutions and career and technical education schools.</p> <p>___ Schools work with their alternative school counterparts to discuss opportunities for student collaboration.</p> <p>___ Schools collaborate to host family nights together.</p>		
<b>Total score: your points/ 5 descriptors x 4 points possible</b>	<b>___/20</b>	<b>Percentage: ____%</b>
<b>Identify Priority Level (High, Medium, Low)</b>		<b>Identify Priority Descriptors</b>