

Integrating Family Engagement Matrix

Integrating family engagement efforts across all educational areas (8 Essential Elements) and linking them to learning and healthy development are paramount to achieving positive student outcomes.

The 8 Essential Elements include Comprehensive Planning; Leadership; Curriculum; Instruction; Assessment; Professional Development; Conditions for Learning; Family and Community.

This matrix highlights the relationship of best practices as well as the legislative requirements for family engagement with the 8 Essential Elements for Effective Education and offers guiding questions for districts/schools to consider as they jointly plan, implement, and evaluate family engagement efforts across all educational areas.

Comprehensive Planning

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Comprehensive Planning</u></p> <p>Comprehensive planning is the process of engaging community stakeholders to:</p> <ul style="list-style-type: none"> • Collect and analyze data; • Define district or school goals; • Identify management structures; • Research effective strategies and activities to meet those goals; • Develop methods to implement the strategies and activities; and • Evaluate the success of that implementation. 	<ul style="list-style-type: none"> • Is district/school-wide data shared with parents in a meaningful way? • How do families provide input on school improvement efforts? • Is data on family engagement collected by the district/school? • Are family engagement indicators assessed by the district/school improvement team? • Are family engagement indicators selected and addressed by the district/school improvement team? • What is currently known about cultural groups and linguistic minorities in your district and how does the district learn about these groups? • How are family engagement systems, policies and practices coordinated and integrated into existing structures and processes? 	<ul style="list-style-type: none"> • Family input is solicited and taken into account when developing district and school improvement plans. (<i>Standard 4B.</i>) • Family engagement efforts are embedded into the continuous improvement process. (<i>Standard 1B.</i>) • Families' socio-cultural, linguistic, and educational needs are assessed, acknowledged and incorporated into the district/school improvement plan. (<i>Standard 1C.</i>) • Family engagement system, policies and practices are coordinated and integrated into existing structures and processes. (<i>Standard 1B.1.</i>) 	<ul style="list-style-type: none"> • Conduct parent input meetings and/or surveys with the required response rate (for Special Education Self-Review) [20 USC 1416(a)(3)(A)] • Coordinate and integrate parent involvement strategies [20 USC 6318(a)(2)(D)] • Coordinate and integrate parent involvement activities [20 USC 6318(e)(4)] • Provide coordination, technical assistance, and other support to school staff for including families as participants in local educational agency (LEA) and school governance and decision making [20 United States Code (USC) 6318(a)(2)(B)]. • Evaluate the content and effectiveness of the parent involvement policy [Refers specifically to Title I, 20 USC 6318(a)(2)(E)] <div> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>

Leadership

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Leadership</u></p> <p>Leaders create and sustain organizational direction, expectations, and a system that promotes excellence.</p>	<ul style="list-style-type: none"> • Has a family engagement system been developed? • Do policies and practices reflect effective family engagement strategies? How are required and effective family engagement practices promoted by district/school leadership? • How does the district/school leadership leverage their partnerships with families to improve student outcomes? • Are resources allocated for the implementation of a family engagement system? • Are positive interactions with families modeled by the district/school leadership? • How is cultural knowledge about families integrated and updated in policies and practices? • Is input solicited from parents and taken it into account when making decisions for school improvement? • Is the family engagement system evaluated and is data used for continuous improvement? • What measures do districts/schools take to promote transparency and accountability? 	<ul style="list-style-type: none"> • District and school leadership understand the important role families play in the educational process and the impact family engagement has on student outcomes. <i>(Standard 1D.1.)</i> • District and school leadership support the development and implementation of an effective family engagement system. <i>(Standard 1D.)</i> • District and school leadership understand and promote the implementation of required and effective family engagement practices. <i>(Standard 1D.3.)</i> • District and school leadership leverage their partnerships with families to improve student outcomes. <i>(Standard 1H.1.)</i> • District and school leadership allocate/reallocate resources for family engagement efforts. <i>(Standard 1D.4.)</i> • District and school leadership model positive interactions with families. <i>(Standard 1D.2.)</i> • District and school leadership recognize the significance of native language and culture to support student learning and strive to build a culture of equity and inclusiveness for linguistically and culturally diverse populations. <i>(Standard 1D.5.)</i> • District and school personnel solicit input from families and take it into account when making decisions. <i>(Standard 4B.)</i> • The implementation of family engagement efforts is monitored and evaluated through an on-going data collection system. <i>(Standard 1E.)</i> 	<ul style="list-style-type: none"> • Consult parents as programs are being developed [20 USC 7424 (c)]. • Send notice of and hold regular meetings to obtain recommendations of parents of English learners [20 USC 7012(e) (2)]. • Provide parents with timely information about schools and students in a language and format that they can understand [20 USC 6318(f)]. • Provide parent involvement policy to parents in an understandable and uniform format [20 USC 6318(a)(2) and (f)]. • Inform parents of English learners how they can be involved in the education of their children [20 USC 7012(e) (1)]. • Meet parent notification requirements (20 USC 7012(b)). • Conduct parent input meetings and/or surveys with the required response rate ([20 USC 1416(a) (3)(A)]). • Provide other reasonable support for parent involvement activities as parents may request [20 USC 6318(e)(14)]. • Ensure administrators meet parental involvement requirements before they receive their certificates and endorsements. (105 ILCS 5/21-7.1) <div style="background-color: #2c4e64; color: white; padding: 10px; text-align: center; margin-top: 10px;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>

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Curriculum

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Curriculum</u> A school or district curriculum is an educational plan that defines what the expectations are for the content, knowledge, and skills to be learned as well as the resources to be employed for documenting student progress and achievement.</p>	<ul style="list-style-type: none"> How are families supported in becoming knowledgeable about the curriculum, standards, and expectations for their children? Do families have an opportunity to provide input on the curriculum? What venues and systems are being utilized to keep families regularly informed of classroom activities and assignments? 	<ul style="list-style-type: none"> District and school personnel ensure that communication is linked to student learning and healthy development. (<i>Standard 3C.</i>) District and school personnel share information about how standards and curriculum are used by teachers. (<i>Standard 3C.1.</i>) District and school leadership regard families as valuable sources of knowledge and information to enhance curriculum and instruction. (<i>Standard 1H.3.</i>) District and school personnel help families understand student expectations and classroom activities. (<i>Standard 3C.2.</i>) 	<ul style="list-style-type: none"> Inform parents of English learners how they can be involved in the education of their children [20 USC 7012€ (1)]. <div style="background-color: #003366; color: white; padding: 10px; text-align: center;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>

Assessment

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Assessment</u> Assessment is the process of judging and measuring the students' acquisition of the intended content, knowledge, and skills as set out in the curriculum.</p>	<ul style="list-style-type: none"> How is information about assessments shared with parents? How are parent opinions/ observations invited? How do district/school personnel help parents understand the data? How are non-English speaking parents supported in understanding assessment information? How often do teachers communicate with parents about their students' progress? Do teachers inform parents of student accomplishments as well as issues? 	<ul style="list-style-type: none"> District and school personnel inform parents of the types of summative and formative assessments that will be used each year. (Standard 3C.5.) District and school personnel invite parent opinions/ observations. (Standard 4B.) District and school personnel share school-wide data with families and communities. (Standard 3C.6.) District and school personnel help parents understand data and how it is used to inform instruction. (Standard 1G.2.) District and school personnel communicate regularly with parents about their students' and school's progress. (Standard 3C.7.) 	<ul style="list-style-type: none"> Provide training and resources to parents on: <ul style="list-style-type: none"> content standards; academic achievement standards; academic assessment; parent involvement requirements; monitoring academic progress; working with teachers. [20 USC 6318(e)(1)] Parents have the right to request an independent educational evaluation of their child at district expense when they disagree with the evaluation conducted. [23 IAC 226.180, Independent Educational Evaluation] [Section 14-8.02 (b) of the School Code, (105 ILCS 5/14-8.02)] <div style="background-color: #003366; color: white; padding: 10px; text-align: center;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>

Instruction

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p>Instruction Instruction refers to how teachers implement purposeful, planned methods, strategies, and activities to teach curriculum so students achieve mastery of standards.</p>	<ul style="list-style-type: none"> • How are families supported in developing skills that further enhance their children's learning? • What tools and resources are provided to support at home learning? • Do district and school personnel solicit input from families to enhance student engagement? • Do district/school personnel communicate concerns to parents in a timely manner? • Are parents included in the problem-solving process? • Do district/school personnel consult with families if situations of cross-cultural or linguistic conflict happen in the school/classroom? 	<ul style="list-style-type: none"> • Teachers inform parents of the strategies they are using to promote students' academic, physical, social, emotional, and behavioral development. (Standard 3C.3.) • District and school personnel help build the capacity of parents to support learning at home. (Standard 1G.1.) • District and school personnel regard families as valuable sources of knowledge and information to enhance curriculum and instruction. (Standard 1H.3.) • District and school personnel communicate with parents about any academic, physical, social, emotional, or behavioral concerns in a timely manner. (Standard 3C.8.) • District and school personnel share with parents any strategies implemented to address barrier(s) to learning. (Standard 3C.9.) • District and school personnel encourage parents to participate in any problem-solving discussions related to their child. (Standard 4E.) 	<ul style="list-style-type: none"> • Provide training and resources to parents on <ul style="list-style-type: none"> • content standards; • academic achievement standards; • academic assessment; • parent involvement requirements; • monitoring academic progress; • working with teachers. [20 USC 6318(e)(1)] • Provide information to families [20 USC 6318(e)(1)] and materials and training to help parents work with their children [20 USC 6318(e)(2); 20 USC 6381d(2),(4),(7)] • Conduct other activities to encourage and support parents, including parent resource centers [20 USC 6381(e)(4)]. • Student Achievement has been prepared with review and advice from appropriate parent/ community advisory committees 20 USC 6312(g)(1)(B)(2), 20 USC 7012]. <div style="background-color: #003366; color: white; padding: 10px; text-align: center; margin-top: 10px;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>



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Professional Development

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p>Professional Development A continuous improvement approach to professional development builds on scientific, evidence-based research, incorporates innovative instructional practices, engages teachers in new curricular designs, explores assessment techniques, and requires educators to develop needed skills in areas identified in the plan.</p>	<ul style="list-style-type: none"> • How are professional development needs for family engagement assessed? Is family input considered? • What professional development opportunities on family engagement are currently available? Are they aligned with effective family engagement practices? • Are effective professional development strategies utilized to build the capacity of district/school personnel on engaging families in the educational process (e.g., collaborative learning communities, coaching)? • Is current professional development on family engagement effective? • How do districts/schools build the cultural proficiency of their staff? 	<ul style="list-style-type: none"> • District and school personnel build the capacity of staff to effectively engage families in supporting student learning and healthy development. (Standard 1F.) • Data is utilized to determine professional development needs pertaining to family engagement. (Standard 1F.1.) • Professional development efforts incorporate effective family engagement practices. (Standard 1F.2.) • Effective professional development strategies are utilized to build the capacity of district/school personnel. (Standard 1F.3.) • Districts and schools build the cultural proficiency of staff in order to effectively engage parents from diverse backgrounds. (Standard 1F.4.) 	<ul style="list-style-type: none"> • Educate staff in the value of parent involvement, outreach to parents, communication with parents, partnering, implementing parent programs, and building ties between parents and the school [20 USC 6318(e)(3)] <div> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>

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Conditions for Learning

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Conditions for Learning</u> Conditions for Learning are the factors that ensure an optimal learning environment that promotes healthy development; addresses barriers to teaching and learning; and supports student motivation and re-engages the disengaged student.</p>	<ul style="list-style-type: none"> • How well do district/school personnel know the children and families in the community? Are they aware and do they acknowledge the assets as well as the risk factors in the community? • Are families listened to? Are their opinions taken into account? • How do district/school personnel show that they care about the well-being of their students, their families, and the community? • How do district/school personnel positively respond to families from different cultures? • What accommodations (e.g. translation services, interpreter) are available to ensure that all families can engage in the educational process? • What community resources are available to promote family assets and enable family engagement in the educational process? • How do districts/schools/ share classroom policies and practices with parents? How often are they shared? • Are parents aware of the strategies teachers use to promote learning and healthy development? • Are parents given multiple opportunities to provide input and engage in activities that support their students' learning and healthy development? • Are procedures in place that allow for family participation in classroom activities? • How often do district/school personnel personally reach out to families and extend an invitation? • What strategies are used to further develop the capacity of families to support their students' learning and healthy development? • Do district/school personnel communicate concerns to parents in a timely manner? Are parents included in the problem-solving process? • Does your school survey parents on school climate? • How do district/school personnel support parents' understanding of rules, laws, and policies for family engagement? 	<ul style="list-style-type: none"> • District and school personnel learn about the children and families in the community. (Standard 2D.1.) • District and school personnel develop relational trust with families and community members. (Standard 2B.) • District and school personnel effectively engage parents from diverse backgrounds. (Standard 2D.2.) • District and school personnel make certain that communication is accessible to all and in the languages of families. (Standard 3A.1.) • District and school personnel promote family assets, including their cultural and linguistic backgrounds. (Standard 1G.3.) • District and school personnel partner with community organizations to enhance family engagement efforts. (Standard 1I.) • District and school personnel communicate district/school/ classroom policies and practices. (Standard 3D.) • Teachers inform parents of the strategies they are using to promote students' academic, physical, social, emotional, and behavioral development. (Standard 3C.3.) • District and school personnel reach out to families to support student learning and healthy development. (Standard 2C.) • District/school personnel communicate with parents about any academic, physical, social, emotional, or behavioral concerns in a timely manner. (Standard 3C.8.) • District and school personnel share with parents any strategies implemented to address barrier(s) to learning. (Standard 3C.9.) • District and school personnel encourage parents to participate in any problem-solving discussions related to their child. (Standard 4E.) • Districts and schools invite parent opinions on school climate. (Standard 4B.1.) • District and school personnel build the capacity of parents to understand and interpret rules, laws, and policies for family engagement. (Standard 1G.4.) 	<ul style="list-style-type: none"> • Provide information to families [20 USC 6318(e)(1)] and materials and training to help parents work with their children [20 USC 6318(e)(2); 20 USC 6381d(2),(4),(7)]; Conduct other activities to encourage and support parents, including parent resource centers [20 USC 6381(e)(4)]. • Provide parents with timely information about schools and students in a language and format that they can understand [20 USC 6318(f)]. • Provide parent involvement policy to parents in an understandable and uniform format [20 USC 6318(a)(2) and (f)]. • Conduct parent input meetings and/or surveys with the required response rate (for Special Education Self-Review) [20 USC 1416(a)(3)(A)] • Involve family and community members representative of the student population [20 USC 1400 § 650]. • Provide opportunities for the participation of parents who are economically disadvantaged, have limited English proficiency, have disabilities, are migratory, or have children with disabilities [20 USC 6318(a)(2)(E)]. • Permit employed parents and guardians who are unable to meet with educators because of a work conflict the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at the school their children attend. (820 ILCS 147/5) <div style="background-color: #2c4e64; color: white; padding: 10px; text-align: center; margin-top: 20px;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>

Family and Community

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p>Family and Community Stakeholders maintain significant involvement in the development, implementation, plan review, parent involvement practices and compacts, and ongoing communications about student achievement. Family activities provide academic enrichment and learning support to help students meet state learning standards.</p>	<ul style="list-style-type: none"> • What is the district's vision/mission for family engagement? Was it jointly developed with families? How is it shared with stakeholders? • How are family engagement practices embedded within the district/school improvement process? • How does the district/school ensure that the family engagement system policies and practices are coordinated and integrated into existing structures and processes? • How are required and effective family engagement practices promoted by district/school leadership? • Are adequate resources available for the implementation of a family engagement system? • How are family engagement efforts monitored and evaluated? • What professional development opportunities are currently available? Are they aligned with effective family engagement practices? • How are families supported in developing skills that enhance their children's learning? • How do district/school personnel support parents' understanding of rules, laws, and policies for family engagement? • Are parents given multiple opportunities to provide input and engage in activities that support their students' learning? • What community resources are available to promote family assets and enable family engagement in the educational process? • What strategies are utilized to foster a welcoming environment for families? • In what ways do district and school personnel reach out to families? • What communication strategies are utilized to engage parents in the educational process? • Is communication accessible to all? Are translation services and interpreters available as needed? • Are families included in the decision-making process? • Do parent leaders jointly develop parent involvement programming with district/school personnel? 	<ul style="list-style-type: none"> • A jointly developed vision/mission for family engagement is shared with all stakeholders and drives policies and practices. (Standard 1A.) • Family engagement system, policies and practices are embedded into the district/school continuous improvement process. (Standard 1B.) • Family engagement system, policies and practices are coordinated and integrated into existing structures and processes. (Standard 1B.1.) • District and school leadership support the development and implementation of an effective family engagement system that is mindful of diverse school-communities and responsive to student and family needs. (Standard 1D.) • District and school leadership allocate/reallocate resources for family engagement efforts. (Standard 1D.4.) • The implementation of family engagement efforts is monitored and evaluated through an on-going data collection system. (Standard 1E.) • District and school personnel build the capacity of staff to effectively engage families in student learning and healthy development. (Standard 1F.) • District and school personnel build the capacity of families to meaningfully engage in activities that support student learning and healthy development. (Standard 1G.) • District and school personnel partner with families to support student learning and healthy development. (Standard 1H.) • District and school personnel partner with community organizations to enhance family engagement efforts. (Standard 1I) • District and school personnel foster a welcoming environment that is responsive to student and family needs. (Principle 2) • District and school personnel engage in ongoing, meaningful two-way-exchanges with families to support student learning and healthy development. (Principle 3) • District and school personnel include parents in the decision-making process. (Principle 4) 	<ul style="list-style-type: none"> • Develop and review with and distribute to parents a written parent involvement policy [20 USC 6318(a)(2)] • Include parents in the decisions regarding how funds are allotted for parent involvement activities [20 USC 6318(3)(8)]. • Provide coordination, technical assistance, and other support to school staff for including families as participants in local educational agency (LEA) and school governance and decision making [20 USC 6318(a)(2)(B)]. • Involve family and community members representative of the student population [20 USC 1400 § 650]. • Provide targeted training and resources to advisory committee members [20 USC 6312(g)(4)] • A school district may utilize up to two days allowed by law for teachers' institutes to conduct parental institutes for the parents and guardians of children attending the district. 105 ILCS 5/10-22.18d) (from Ch. 122, par. 10-22.18d) • School districts shall provide for the maximum practical involvement of parents of children in transitional bilingual education programs. (105 ILCS 5/14C-10) • A copy of the procedural safeguards available to the parents of a child with a disability shall be given to the parents at least once a year. [34 CFR 300.504] • A parent of a student with a disability is an IEP team member and participates in the development of the IEP. [34 CFR 300.321] • The IEP Team must demonstrate that they considered the concerns of the parents for enhancing the education of their child. [34 CFR 300.324] <div data-bbox="1240 1743 1531 1934" style="background-color: #2c4e64; color: white; padding: 10px; text-align: center;"> <p>To review the full legislative requirements/ references, go to page 32.</p> </div>

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