

National Standards for Family-School Partnerships Assessment Guide

Throughout this implementation guide, the levels of practice build on each other, assuming that good practices at the emerging and progressing levels will continue at the next level.

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.

Goal 1: Creating a Welcoming Climate: When families walk into the building, do they feel the school is inviting and is a place where they “belong”?

Indicators	Quality of Implementation			Your Current Level
	Level 3 Excelling Highly functioning level of development and implementation	Level 2 Progressing Functioning level of development and implementation	Level 1 Emerging Limited level of development and implementation	
Developing personal relationships	<p>Family volunteers from different neighborhoods and backgrounds are trained to serve as mentors to help other families become more engaged in the school.</p> <p><i>For example, mentors call new families to invite them to attend PTA/parent group programs, offering to pick them up or meet them at the entrance of the school.</i></p>	<p>PTA/parent group members volunteer to work in the school office to provide information and support to families and students.</p> <p><i>For example, a help desk is established and staffed by family volunteers and school employees.</i></p>	<p>Families are greeted promptly in their home language by friendly front-office staff who give them correct information and help them connect with appropriate faculty members.</p> <p><i>For example, a staff member or family volunteer, using the family’s home language, gives a new immigrant family information about the school and a tour of the building.</i></p>	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet

Standard 1—Welcoming All Families into the School Community, *continued*

Indicators	Quality of Implementation			Your Current Level
	Level 3: Excelling	Level 2: Progressing	Level 1: Emerging	
<p>Creating a family-friendly atmosphere</p>	<p>The school is a welcoming place where families can drop in and connect with school staff and other families.</p> <p><i>For example, the PTA/parent group and school staff together create a family resource center, staffed with parent volunteers or school staff fluent in various languages and filled with information in various languages about the school and community.</i></p>	<p>The school building is easy for visitors to navigate, and the community knows what is going on at the school.</p> <p><i>For example, signs clearly direct visitors to important places within the school such as the library and guidance office, and an outside marquee keeps the community informed of upcoming events.</i></p>	<p>The school campus is clean and welcoming to parents.</p> <p><i>For example, entrances are clearly marked and a sign inside the front door welcomes families in the main languages of the community.</i></p>	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet
<p>Providing opportunities for volunteering</p>	<p>The school volunteer program reaches out to parents of all neighborhoods and backgrounds, identifies their unique experiences and skills, and offers varied volunteer opportunities for both at home and school.</p> <p><i>For example, PTA/parent group leaders make personal phone calls to diverse parents to solicit their ideas on volunteering and to help connect them to opportunities.</i></p>	<p>The PTA/parent group works with the school to organize a formal volunteer program.</p> <p><i>For example, the PTA/parent group helps develop a range of volunteer options, sends volunteer invitation forms to all families in their home language, and coordinates the responses.</i></p>	<p>PTA/parent group members and other parents are welcome to volunteer their services in the school or individual classrooms.</p> <p><i>For example, a small group of parents are used by the school when volunteers are needed.</i></p>	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet

Standard 1—Welcoming All Families into the School Community, continued

Goal 2: Building a Respectful, Inclusive School Community: Do the school’s policies and programs reflect, respect, and value the diversity of the families in the community?

Indicators	Quality of Implementation			Your Current Level
	Level 3: Excelling	Level 2: Progressing	Level 1: Emerging	
Respecting all families	<p>The school and families from all neighborhoods and backgrounds assume collective responsibility to identify and break down barriers to family engagement related to race, ethnicity, class, family structure, religion, and physical and mental ability.</p> <p><i>For example, families from different neighborhoods and cultures create family histories that combine to tell the story of the entire school community.</i></p>	<p>School and PTA/parent group leaders work with parents and community members from different neighborhoods and backgrounds to gain their insights on how to make the school more respectful and supportive.</p> <p><i>For example, families and school leaders discuss how the school will accommodate students who might be absent from school because of holy days.</i></p>	<p>Families and school staff affirm student cultures and history in school resources, classroom lessons, and activities.</p> <p><i>For example, PTA/parent group members from different neighborhoods and backgrounds work with school staff to ensure that media center and classroom materials reflect the diversity of the community.</i></p>	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet
Removing economic obstacles to participation	<p>Family and student activities and events are free. The school and PTA/parent group collaborate to cover the costs through the school budget, PTA/parent group fundraising, and contributions from community businesses and organizations.</p> <p><i>For example, fees to participate in after-school programs are waived for low-income families.</i></p>	<p>School leaders, the PTA/parent group, and community members work together to offer extracurricular activities at no cost.</p> <p><i>For example, the PTA/parent group sponsors a dialogue with a children’s author and each family receives a free copy of the author’s book.</i></p>	<p>For family activities, the PTA/parent group makes a commitment to keep the events free or low-cost.</p> <p><i>For example, the school book fair offers a section of new or gently used books donated by other parents to be made available at no cost.</i></p>	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet

Standard 1—Welcoming All Families into the School Community, *continued*

Indicators	Quality of Implementation			Your Current Level
	Level 3: Excelling	Level 2: Progressing	Level 1: Emerging	
<p>Ensuring accessible programming</p>	<p>PTA/parent group leaders and school officials jointly create schoolwide procedures and policies to ensure that all parents and students have access to school-sponsored programs and events, including academic services.</p> <p><i>For example, services such as interpreters during meetings or classroom instruction, transportation, and child care are consistently provided for both school-based events and school events held in community locations.</i></p>	<p>PTA/parent group leaders and school officials work together to plan family programs to be held at the school and in community locations such as libraries, community centers, faith-based centers, homes in different neighborhoods, and work sites.</p> <p><i>For example, the PTA/parent group organizes a family program about applying effective study skills at an apartment building near the school.</i></p>	<p>Family activities are held at various times and days of the week to respect parents' work schedules.</p> <p><i>For example, a family dinner and science exploration program is held on a Sunday evening instead of a weekday.</i></p>	<p><input type="checkbox"/> Level 3</p> <p><input type="checkbox"/> Level 2</p> <p><input type="checkbox"/> Level 1</p> <p><input type="checkbox"/> Not here yet</p>

“Families” and “parents” are used interchangeably to refer to adults who are responsible for a student. “Families from all backgrounds and neighborhoods” and “diverse families” include families from all races, ethnicities, cultures, religions, family structures, and economic levels, as well as those with physical or mental challenges.