

## Speaking Up for Every Child School Level Reflection Rubric



Use this rubric to focus on the goal of engaging families and school staff as equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs. Consider how schools that promote shared responsibility, encourage collaboration between all parties involved in a child's education.

Think about where you see yourself in the process and using strategies for advocacy and decision making. Mark the box that most clearly matches what you are doing now. The levels of quality build on each other, assuming that practices in the emerging and progressing levels will continue at the excellent level.

SPEAKING UP FOR EVERY CHILD			
ELEMENT	EMERGING	PROGRESSING	EXCELLENT
<p><b>Understanding decision-making processes and structures in the school/district as well as how to be involved in those processes</b></p>	<p>The principal provides all families with information on the school's mission, goals, and organizational structure.</p> <p><i>For example, the school handbook is available in print and on the school website. It is also available in various languages as needed. Parents are invited to participate on parent advisory teams or workshops on parent and student rights under bilingual education.</i></p>	<p>Families and school staff collaborate to inform the school community about how the school and school district operate and the role of parent involvement in the school.</p> <p><i>For example, a parent group and school staff cohost a fall orientation where families can learn about programs for academic and social growth, tour the school, and meet the entire school staff. Interpreters are available.</i></p>	<p>The school district offers workshops for family members about school and district programs, policies and resources, and the processes to access them. The workshops are offered in various languages and locations in the community.</p> <p><i>For example, families actively participate in decision-making committees and informed promptly about district meetings and decisions that could affect them and their children.</i></p>
<p><b>Understanding rights and responsibilities under federal and state laws</b></p>	<p>Parent leaders and school staff distribute written materials about parent involvement mandates in state and federal programs, such as Every Child Succeeds Act (ESSA) and Individuals with Disabilities Act (IDEA).</p> <p><i>For example, information about each of these mandates is posted on the school's website with links to other programs related to these mandates.</i></p>	<p>Parent leaders and school staff invite district staff to meet and talk about parent rights and responsibilities under state and federal laws.</p> <p><i>For example, parent advocates help families by hosting group discussions and individual meetings to understand the new federal laws under the Every Child Succeeds Act (ESSA).</i></p>	<p>Parent leaders and school staff helps other families exercise their rights under state and federal education laws.</p> <p><i>For example, a parent/family group engages its members to use state and federal mandates to develop a Parent Bill of Rights that is unique and fitting to the context of that school community.</i></p>



<p><b>Learning about school and community resources</b></p>	<p>Parent leaders and school staff group helps develop and distribute information about available programs and resources such as magnet programs in math, science, and Advanced Placement classes.</p> <p><i>For example, the school and parent/family group create a school guide with academic resources that are available in all languages spoken in the community.</i></p>	<p>Parent leaders and school staff meet at school and in the community to help families better understand students' options for extra academic support or enrichment.</p> <p><i>For example, a parent/family group and school cosponsor informational sessions on after-school and summer learning programs. Family Liaisons work with families whose children are underrepresented in advanced classes to encourage their sons and daughters to take higher-level courses.</i></p>	<p>The school has a family liaison and/or parent advocate who serves to connect families to resources in the school and larger community that promote student well-being as well as academic success.</p> <p><i>For example, family liaisons work with families that may be struggling financially to access resources that provide financial assistance, job placement, transportation, and other needs for the family's holistic well-being. Families of students who are struggling academically or behaviorally meet with a team that can support them in developing a collaborative plan to support the student's overall well-being.</i></p>
<p><b>Resolving problems and conflicts</b></p>	<p>Parent leaders and school staff provide information to all parents on how to resolve problems at school.</p> <p><i>For example, suggestions for how identifying and resolve problems at school is developed and made available on the school website and in print, in appropriate languages.</i></p>	<p>Parent leaders and school staff have a clear, written procedure for resolving concerns or problems.</p> <p><i>For example, a committee of school staff and parent group leaders is established to ensure that concerns have been addressed and that further action is taken if needed.</i></p>	<p>Parent leaders and school staff jointly plan strategies to help families, teachers, and students identify and resolve problems and conflicts at school.</p> <p><i>For example, conflict resolution classes are offered to help families, students, and teachers learn effective ways to resolve conflicts at home and at school. Peer mediation and restorative justice strategies are used to include students and families in the resolution of conflict that may stem from deeper traumatic or socioemotional experiences.</i></p>
<p><b>Smoothing transitions</b></p>	<p>Spring orientation programs cosponsored by the school and family groups help prepare students for the next grade level or school.</p> <p><i>For example, an elementary school organizes visits to the middle school for families and students, who are given an opportunity to familiarize themselves with the new environment and to ask questions.</i></p>	<p>Parent leaders and school staff reach out to new students and their families before the next school year starts, offering an orientation to the school, opportunities to participate in school-sponsored activities, and to meet other students and their families.</p> <p><i>For example, the PTA/parent group assigns "buddies" to new students and connects families to other families in the school community that can serve as mentors.</i></p>	<p>A transitions program developed jointly by school staff and family groups helps families feel connected and remain involved as their children progress through school. These "family support groups" are representative of the various linguistic and cultural demographics of the school community. Families are encouraged to be involved with a group that fits their unique identities.</p> <p><i>For example, regular, informational groups meet to explore how expectations, standards, and approaches to teaching change from elementary to middle and high school and these groups continue to support families throughout the year of the transition.</i></p>



<p><b>Engaging in civic advocacy for student achievement</b></p>	<p>Parent leaders and school staff regularly hold informational meetings to help families learn about political issues affecting the education of their students.</p> <p><i>For example, a parent group sponsors informational sessions on curriculum and assessment, teacher evaluation, new federal education laws, local candidate forums during election campaigns, etc.</i></p>	<p>Parent leaders and school staff offer discussions on policy issues and organize families to testify at local public hearings on school needs.</p> <p><i>For example, a parent group invites school board members to give an informal budget briefing and holds a voter registration drive or provides informational sessions on curriculum and assessment, teacher evaluation, new federal education laws, local candidate forums during election campaigns, etc.</i></p>	<p>Parent leaders and school staff partner with other education advocates to mobilize school and community support around issues that affect student learning.</p> <p><i>For example, “family café conversations” or “community resolanas” are held on the need for smaller class sized, after-school programs, or funding for a middle school science lab, resulting in families advocating for these improvements before the school board. School leadership and teachers attend these sessions to hear the perspectives and desires of the families on issues that affect their students’ education and well-being.</i></p>
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Summarize strengths and needs here and use your results as you develop your Action Plan in Step Four of the Framework. The School-Level Reflection Rubrics can also be used to monitor progress in reaching goals, designing professional development for school staff, and conducting a school walk-through.

Adapted from: PTA National Standards for Family-School Partnerships Assessment Guide <http://www.pta.org/nationalstandards>

