

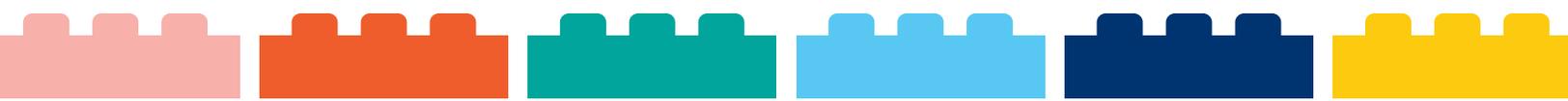


Welcoming All Families into the School Community School Level Reflection Rubric

Use this rubric to focus on your goals for creating a welcoming school climate and building a respectful, inclusive school climate. Consider how families can be active participants in their school community and how you are ensuring that families feel welcomed, valued, and connected to each other, to school staff, and to what students are doing in school.

Think about where you see yourself in the process and strategies used for welcoming all families into the school community. Mark the level of quality 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.

WELCOMING FAMILIES INTO THE SCHOOL COMMUNITY			
ELEMENT	EMERGING	PROGRESSING	EXCELLENT
Developing personal relationships	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.	Family volunteers from different neighborhoods and backgrounds work or volunteer regularly in the school office to provide information and support to families and students and to serve as mentors to help other families become more engaged in the school.	Family volunteers are invited to speak to small groups of staff to inform them of cultural norms and traditions to help them better connect with students and families.
	<i>For example, a staff member or family volunteer, using the family's home language, gives a new family information about the school and provides a tour of the building.</i>	<i>For example, a help desk is established and staffed by family volunteers and school employees. Mentors call new families to invite them to attend parent group programs, offering to pick them up or meet them at the entrance of the school.</i>	<i>For example, a Navajo elder is invited to share customs and traditions that are common in the community to a group of new teachers.</i>



<p>Creating a family-friendly atmosphere</p>	<p>The school campus is clean and welcoming to families. The school building is easy for all visitors to navigate, and the community knows what is going on at the school.</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. Signs clearly direct visitors to important places within the school such as the library and guidance office. An outside marquee keeps the community informed of upcoming events.</i></p>	<p>The school is a welcoming place where families can visit and connect with school staff and other families. The school regularly opens its doors to families and the community to provide resources such as: internet access and use of the library and school computers.</p> <p><i>For example, parent groups and school staff work together to create a family resource center staffed with parent volunteers or school staff fluent in community languages and filled with information about the school and</i></p>	<p>Teachers and staff are encouraged to participate in community events outside of the school in order to connect with families. The school makes a concerted effort to make connections with businesses and nonprofit organizations in the school and provides space for these community entities to participate in the school to provide more seamless access to community resources.</p> <p><i>For example, the school partners with a local clinic to open a school-based health care center. A GRADS program supports students who are parents in completing their education.</i></p>
	<p><i>Specific environmental design features are considered to make the school more accessible, such as ramps, spaces for diaper changing and nursing, and a visiting area with comfortable seating.</i></p>	<p><i>community in the languages of that community. The school provides regular opportunities for families to come and find out what is happening in the school.</i></p>	<p><i>The school offers connections with local community colleges to offer GED and vocational trainings for family members. The school offers English as a Second Language (ESL) classes for families.</i></p>
<p>Providing opportunities for volunteering</p>	<p>Families are welcomed and encouraged to volunteer their services in the school or individual classrooms.</p> <p><i>For example, a group of families are used by the school when volunteers are needed.</i></p>	<p>School staff and parent groups work together to organize a formal volunteer program.</p> <p><i>For example, they develop a range of volunteer options, send volunteer invitation forms to all families in their home language, and coordinate the responses.</i></p>	<p>Teachers, staff, and school volunteers reach out to families and community leaders of all neighborhoods and backgrounds to identify their unique interests and skills, and offer varied volunteer opportunities for both at home and school.</p> <p><i>For example, parent group leaders make personal phone calls to families, connecting them to volunteer opportunities and to solicit their ideas. Volunteering opportunities enhance classroom instruction with the community's cultural funds of knowledge.</i></p>

<p>Respecting all families</p>	<p>Families and school staff affirm student cultures and history in school resources, classroom lessons, and activities.</p> <p><i>For example, parent leaders from different neighborhoods and backgrounds work with school staff to ensure that media center and classroom materials reflect the diversity of the community visually and culturally.</i></p>	<p>School staff and parent 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 occasions such as religious events, cultural celebrations, or harvest time.</i></p>	<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 diverse cultures create family histories that tell the story of the entire school community. These family histories are used to inform curricular planning and families are invited to share their cultural knowledge in the academic setting.</i></p>
<p>Removing economic obstacles to participation</p>	<p>For family activities, school staff and parent groups make a commitment to keep the events free or low-cost.</p> <p><i>For example, the school book fair offers donated books at no cost.</i></p>	<p>School staff, parents, and community members work together to offer extracurricular activities at no cost.</p> <p><i>For example, the 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>Family and student activities and events are free. The schools staff and parent groups collaborate to cover the costs through the school budget, parent group fundraising, and contributions from community businesses and organizations.</p> <p><i>For example, fees to participate in family and student activities are waived. Transportation and/or childcare are offered for families to attend parent-teacher conferences and events.</i></p>
<p>Ensuring accessible programming</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 an evening or weekend.</i></p>	<p>School staff and parents 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 parent group organizes a family program about applying effective study skills at an apartment building near the school.</i></p>	<p>School staff and parents jointly create schoolwide procedures and policies to ensure that all parents and students have access to school sponsored programs and events, including academic services. Families are given the opportunity for input in curricular and community event planning.</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. Families are invited into the conversation to share how students' identities can be fostered and reinforced in academic projects.</i></p>



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/or conducting a school walk-through.

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

