



A Guide to Using the Toolkit for New Mexico School Communities

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NMPED
Public Education Department



A Vision for New Mexico School Communities



The New Mexico Public Education Department (NMPED) is implementing an exciting new initiative aimed at Family, School and Community partnerships throughout the state. The Vision for NM is reflected in this image with schools work in partnership with other community services and there is an integrated focus on academics, health and social services, youth, and community development resulting in improved student learning, stronger families, and healthier communities. The vision includes children ready to enter school; students attending school consistently; students actively involved in learning and their community; families increasingly involved with their children's education; schools engaged with families and communities; students succeeding academically; students who are healthy - physically, socially, and emotionally; and families living and learning in a safe and supportive environment.

The Center for the Education and Study of Diverse Populations (CESDP) at New Mexico Highlands University has spent the last two decades engaged in research and development, technical assistance, professional development and evaluation throughout New Mexico. We are strongly influenced by the research and practical evidence that show the benefits of families, schools, and partners recognizing their shared interests in and responsibility for children and working together to create positive school practices and opportunities for students.

Our efforts have always been directed at providing educators, policy makers, and families with information and resources to improve education on many levels. We are honored to be invited by the New Mexico Public Education Department to develop the **Toolkit for New Mexico School Communities: Family, School and Community Partnerships**.
www.cesdp.nmhu.edu

The Toolkit is online at
www.NMengaged.com

Contributors

Ray Lara, Gadsden Independent School District,
Family Engagement Director

Cynthia Gustke, CESDP Senior Research Associate

Rachel Mitchell, CESDP Consultant

Sylvia Montañño, Family Services Specialist, Clovis
Municipal School District

Gloria Ruiz, New Mexico Public Education
Department, Family Outreach Coordinator

Mercedes Sandoval, Social Worker, Rio Rancho
Public Schools

Dr. Daisy Thompson, Albuquerque Public Schools
Indian Education Director

Renata Witte, New Mexico Parent Teacher
Association President

Design and Production

Cynthia Gustke, CESDP Senior Associate

Jeana Francis, CESDP Designer

**Contributions and Collaboration with New Mexico
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Please note that the web based version of this guide and content for each of the six Standards continues to be updated and revised as needed. It is suggested that the user refresh the page each time it is used through 2016-2017 school year.

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Throughout the Toolkit, references to parental involvement, parents, fathers, mothers. All such references should be interpreted broadly to include adults or young adults who play an important role in the child's life. Other adults may include grandparents, aunts, uncles, step-parents, guardians, siblings, etc.

It is important to consider diversity in family structures and the perspectives of culturally and linguistically diverse in strategic planning and implementing strategies aimed at building strong family, school, and community partnerships.

All includes culturally, linguistically, and economically diverse families, and families with English Learner students and/or students with disabilities.

The Toolkit is online at
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About the Toolkit for New Mexico School Communities: Family, School, and Community Partnerships

Welcome to the Toolkit for New Mexico Communities: Family, School, and Community Partnerships, a collaborative project of the New Mexico Public Education Department and the Center for the Education and Study of Diverse Populations (CESDP). This Toolkit is based on the National PTA Standards for Family-School Partnerships, adapted to reflect the characteristics of New Mexico school communities and designed to empower educators, families, community members, and students to work together for the college and career success, as defined by students and families themselves, of all New Mexican students.

It is widely recognized students do better in school and in life when their parents and caregivers are engaged in their education. The evidence shows that schools improve faster when families are engaged as well. The largest predictor of whether families are engaged in their children's education are the specific school, programs, and practices that encourage and guide families' engagement.

It is also widely recognized that that given the constraints of time, funding, staffing, and resources involving families in their children's education in ways that are effective and meaningful remains a challenge to schools and districts. This Toolkit is designed to provide guidance and resources on ways to build sustainable practices that address the challenges and respond to the growing interest of our school communities in elevating family and community engagement as a key educational priority.

Who this Toolkit is Designed For

Anyone who has a stake in improving schools and making sure children succeed should find this implementation guide to be a useful tool: parent leaders, school administrators, school board members, policy makers at all levels, teacher training institutions, education advocates, community organizations, and more.

This guide focuses on implementation at the local school level, because, ultimately, change must happen within each school building and each school community—where the learning happens. Nevertheless, many of the actions recommended will require district policies, resources, professional development, and support if they are to be achieved and sustained.

Share the Toolkit with your school action team, principal, school board members, community partners, and others as you build family-school partnerships for student success.

The Toolkit is online at
www.NMengaged.com



How to Use this Toolkit

This toolkit will help school communities throughout New Mexico to implement programs and practices that encourage partnerships between families, schools, and communities and promote student success. Use the Toolkit and the supporting resources at www.nmengaged.com to educate yourself and your community about the importance of family engagement.

Other ways to use the Toolkit include Professional Learning Communities, and Professional Development, whether you have a two-day training or just 15-30 minutes once a week, you can use the Toolkit to help school staff and parent leaders to reflect on and improve family engagement practices. This does require becoming familiar with the content and tools included in each of the six Standards for Family-School Partnerships included online at www.nmengaged.com.

To put these materials to best use, form a school action team focused on promoting family and community involvement. Include parents, other caregivers, and family members, school staff, community members, and students. Have the whole team (even if small at first) familiarize themselves with the Toolkit. Offer opportunities for a diverse group of individuals to lead sub teams as you grow.



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The Toolkit is online at
www.NMengaged.com

A New Mexico Framework based on the National Standards for Family-School Partnerships



Welcoming All Families into the 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 doing and learning.



Communicating Effectively

Families and school staff engage in regular, two-way, meaningful communication about student learning.



Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have opportunities to strengthen their knowledge and skills.



Speaking Up for Every Child

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.



Sharing Leadership

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.



Collaborating with the Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Suggested Action Steps for School Teams Using this Toolkit

Welcome to the Toolkit for New Mexico Communities: Family, School, and Community Partnerships, a collaborative project of the New Mexico Public Education Department and the Center for the Education and Study of Diverse Populations (CESDP). We are so happy to support you in your school's interest in building a sustainable and enjoyable collaboration with your families and community!

To use this guide, please consider the nine important steps below, based on the PTA National Standards for Family-School Partnerships Implementation Guide and John Kotter's Process for Leading Change.

1

Orient Yourself to the Toolkit. If you are unfamiliar with the Toolkit, we would like to direct you to familiarize yourself with the six standards of family engagement, adapted from the National PTA standards for Family-School Partnerships, as they are included in the Toolkit at www.nmengaged.com. Each standard addresses a specific area of engagement and includes tools and resources.

2

Begin to Assess Your School's Current Practices. We suggest that you then start with inviting each member of a team to review the [School Level Starting Points: Family, School, and Community Partnerships Inventory](#) and the **staff, student, and family surveys** to assess your strengths and needs around engagement within your school community and current practices for improving school climate. In the toolkit, you will find access to a whole toolbox or "bucket" of useful tips and materials for each of the six standards once you are ready to get started on your action steps.

3

Create a sense of urgency and build your coalition of leaders. School principals should **review the Inventory and student and family survey findings with staff and parent group leaders.** Highlight what the school is already strong in and dig in to a maximum of two areas that the group sees areas for change. Be sure to review state and federal program requirements around family engagement as you discuss your findings. Utilize the Evaluation Rubrics to analyze and consolidate your data. Build a convincing, data-driven argument to share out with the school community and communicate your commitment to improving these areas.

4

Build a strategic vision and Action Plan. Gather your staff and family leaders to build a specific and outcomes-oriented plan and put it into action. This toolkit provides a number of action ideas and tools for each standard to help you get started. Use the Action Plan template to document your goals, objectives, and timelines.

5

Gather momentum. Share your Action Plan widely across school groups, focusing on the why and how, not just the what. Begin to engage staff and families, especially in existing action groups, like the PTA and Title I and Indian Education Advisory Committees, in supporting and helping to implement the Plan. Remember, building successful partnerships between families and schools is a process, not a one-time event. To build sustainability, it is vital to make sure there's a continued connection to supporting student learning.



6

Listen and adapt. It is important to acknowledge the growing pains of change and to listen when feedback comes along around obstacles to this change. The first step to removing barriers is in the listening. The next step is to adjust and remove those barriers to the best of the school's ability, to demonstrate commitment to building genuine and honest relationships. Remember, your Action Plan is a living document.

7

Generate and share short-term wins. Be sure to stick to timelines and assurances the school has made to families. Communicate progress and accomplishments constantly and consistently to families via school newsletters, posters and displays, and individual conversations. It is important to give benchmark surveys so that families can share their perceptions of progress. Remember, each of the standard's toolboxes contain suggested survey tools to help do this work.

8

Continue to enlist more help by capitalizing on increased credibility. Sustain momentum by bringing in new staff, parent leaders, and volunteers to implement the Action Plan. Use the trust your school is gaining with families to continue to bring more families in to the process. See parents as allies in the change process, from listening to their suggestions in surveys, to leaning in on their concerns and ideas of how to help their children. Leverage resources using state and federal family engagement requirements to help do this work.

9

Rinse and repeat. Sustainable change is an ongoing cycle of action, review, reflection, and adjustment. Each of the toolboxes contain rubrics and evaluation tools to help you and your leadership team objectively and systematically review and assess your progress in each of the six areas. Communicate your findings and adjustments to the plan. Be transparent about wins and areas that still need to be addressed. Begin to explore the other PTA Family-School Partnership Standards areas as you see positive results in your first action steps.

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www.NMengaged.com



School Level Starting Points: Family, School, and Community Partnerships Inventory

This survey may be used to assess school-wide progress in strengthening partnerships between school personnel and the school's families and community members. It is suggested that the survey be used at different points in the school year to assess progress in the six areas of parent involvement identified by the work of Dr. Joyce Epstein and PTA's National Standards for Family-School Partnerships. The survey may be modified for use in planning and evaluation within specific grade levels and school communities.

Rating Scale	
Frequently	Occurs in most classes or grade levels. Receives substantive time and emphasis. A highly prevalent component of the school's parental involvement plan.
Sometimes	Occurs in some classes or grade levels. Receives minimal or modest time and emphasis. Not a prevalent component of the school's parental involvement plan.
Never	Strategy does not occur at the school or occurs in isolation.



WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY

All includes culturally, linguistically, and economically diverse families, and families with English Learner students and/or students with disabilities.

Our School:	Frequently	Sometimes	Never
a. The school has standards of welcoming behavior that apply to all staff, including office staff, bus drivers, security, custodians, cafeteria staff, etc.			
b. The school climate reflects a welcoming tone and respect for all families, regardless of culture, ethnicity, language or disability. <ul style="list-style-type: none"> Signs by the school entrance clearly guide visitors where to check in. The school campus and entrance to the building is inviting with a sign/banner/bulletin board welcoming parents. ADA requirements are met. The culture and language of the community is clearly reflected. There are designated parking areas and parents are thoroughly informed of parking arrangements when visiting the school. 			
c. A Mission Statement and/or policy on parent involvement is posted in the languages of the families that guides them to more information about opportunities to get involved with school programs.			
d. A Family Center is located in an easily accessible area of the school and is designed as a gathering place where families, school staff, students, and community members are welcomed and supported. <ul style="list-style-type: none"> It supports special events and features like clothing banks, lending libraries, health fairs, parenting workshops, etc. The family center information matches the developmental levels of the students, e.g. high schools connect parents with other parent centers at workforce solutions centers, and institutions of higher education.			
e. There are signs located outside each classroom door noting grade level/course title, and teacher's name. Student work is displayed			



Our School:	Frequently	Sometimes	Never
throughout the school. The work also includes a description of the purpose.			
f. Positive connections with families and communities are made outside of the school walls by collaborating with chapter houses, community centers, local businesses, libraries, restaurants, etc.			
g. Parents are surveyed regarding their interests, talents, and availability to volunteer. Follow up communication and coordination is managed (background checks, volunteer policies and procedures, volunteer training, and matching skills and interest to school needs, etc.).			



COMMUNICATING EFFECTIVELY

Communicate effectively with all families in the community.

Our School:	Frequently	Sometimes	Never
a. Conducts parent-teacher conferences with every parent at least once a year. In high schools with large numbers of students, events are planned to meet with groups of parents.			
b. Provides translators to assist families as needed.			
c. Provides clear information about report cards and how grades are earned.			
d. Provides clear information about state testing expectations as well as school and student results.			
e. Has established two-way channels for communication from home to school and from school to home.			
f. Has an automated phone system for delivering important messages or collecting attendance information.			
g. Provides clear information about selecting courses, programs, and activities.			
h. Sends folders of student work home weekly or monthly for parent review and comment.			
i. Sends home positive messages or makes phone calls to parents about students on a regular basis.			
j. Notifies families of a student's academic or behavior problems. Teachers have easy access to telephones, e-mail, contact information, and are encouraged to communicate with parents during or after school.			
k. Provides parents with the contact information of the school, principal, teachers, and counselors (at school or at home).			
l. Has a homework hotline for students and families to hear daily assignments and messages.			
m. Conducts an annual survey for families to share information and concerns about students' needs and perceptions of school programs and processes.			
Our School Newsletter/Website Includes:			



Our School:	Frequently	Sometimes	Never
n. Recognition of students, families, and community members as well as student work and accomplishments.			
o. A calendar of school events.			
p. Student activity information.			
q. Information about curriculum, assessments, and standards-based instruction.			
r. Information regarding volunteer involvement (when and how to volunteer).			
s. School governance information (how the school is run, site council, etc.).			
t. A column to address parents' questions.			
Other:			



SUPPORTING STUDENT SUCCESS

The school fosters a culture of caring and shared responsibility for student success.

Our School:	Frequently	Sometimes	Never
a. Provides learning resources for students and families through the website, workshop opportunities, and outreach too hard to reach parents.			
b. Provides family-friendly information to families on grade level expectations, goals towards graduation, New Mexico's Common Core State Standards and student progress.			
c. Provides information to families on how to monitor and discuss schoolwork with their child, including assessments and testing, such as PARCC, ACCESS, etc.			
d. Provides information on how to assist students with skills that they need to improve.			
e. Has a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member.			
f. Asks parents to listen to their child read or to read aloud with their child as age- appropriate.			
g. Provides calendars with daily or weekly activities for families to do at home and in the community.			
h. Assists families in helping students to set academic goals, select courses and programs and plan for college, their next level of schooling (i.e. middle school and high school) or work. NEXT STEP PLAN			
i. Provides summer learning packets to help students sustain school skills.			



Our School:	Frequently	Sometimes	Never
j. Provides professional development and planning opportunities related to family engagement and developing partnerships for student success.			
l. Parent-teacher-student conference are carefully planned and accommodate parents' schedules and transportation needs. Concern for students is the focus of teacher-parent interaction.			



SPEAKING UP FOR EVERY CHILD

All students are treated fairly and have access to learning opportunities that will support their success.

Our School:	Frequently	Sometimes	Never
a. Helps families understand their rights and responsibilities under federal and state laws.			
b. Helps families understand how the school and district operates			
c. Helps families understand their rights and responsibilities under federal and state laws.			
d. Develops and shares resources for families to help them navigate the educational system.			
e. Has policies and procedures in place to help resolve problems and conflict involving families quickly			
f. Helps families develop capacity to be effective advocates for their children and the whole student population			
g. Includes families in discussions about planning for the future of the school.			
h. Implements policies and procedures that encourage smooth transitions between and within schools.			
i. Engages families in civic advocacy (i.e. partnering with other educational advocates) for student achievement.			



SHARING LEADERSHIP

Families as participants in school decisions and developing as parent and community leaders.

Our School:	Frequently	Sometimes	Never
a. Involves parents in selecting school staff (leadership team).			
b. Has a parent involvement policy and an action team to develop a goal oriented program with practices for all six types of involvement.			
c. Has an Title I and/or Indian Education Parent Advisory Team, PTA, or other parent organization.			
d. Invites parents to be on the school's advisory council, improvement team, or other committees.			
e. Asks involved parents to make contact with parents who are less involved and represent their ideas.			
f. Provides information on school or local elections for school representatives.			



Our School:	Frequently	Sometimes	Never
g. Develops formal networks to link all families with their parent representatives.			
h. Includes parent representatives in professional development opportunities around school wide programs.			
i. Involves parents in revising school/district curricula, developing policies, and participation in required parent advisory teams.			
j. Uses e-mail and quick surveys to obtain parents' input and ideas on school policy.			



COLLABORATING WITH COMMUNITY

Families and school staff collaborate with community to provide each other services, opportunities and support for student success.

Our School:	Frequently	Sometimes	Never
a. Provides a community resource directory for parents and students with information on community agencies, programs, and services.			
b. Provides information on community activities that link to learning skills and talents, including summer programs for students.			
c. Works with local businesses, industries, and community organizations on programs to enhance student skills.			
d. Offers after school programs for students, with support from community businesses, agencies, or volunteers.			
e. Sponsors intergenerational programs with local senior citizen groups.			
f. Provides family services through partnerships with school counseling, health, recreation, job training, and other agencies.			
g. Organizes service learning projects for the community, students, families, and schools.			
h. Building is open for use by the community after school hours.			
Other:			

Adapted from Dr. Joyce Epstein, et al, 2002 & PTA National Standards for Family-School Partnerships 2016









Summary of Strengths and Needs

- Ratings of “frequently” indicate that the activity or approach is strong.
- Ratings of “sometimes” or “never” indicate that the activity is not yet part of the school’s program or needs improvement.

The results provide information on the strength of current practices and insights about future directions or needed improvements in your school’s parental and community involvement partnership program. Use the chart below to begin identifying areas of strength, need, and action plans for improvement. Consider current initiatives as well as short- and long-term goals.

Choose one or two of the six areas to explore further in the *Toolkit for New Mexico School Communities* as you develop an **Action Plan**.

Standards for Family-School Partnerships	What are we doing well?	How could we improve?	Family Engagement Strategies
Welcoming All Families Into the School Community 			
Communicating Effectively 			
Supporting Student Success 			
Speaking Up for Every Child 			
Sharing Leadership 			
Collaborating with Community 			



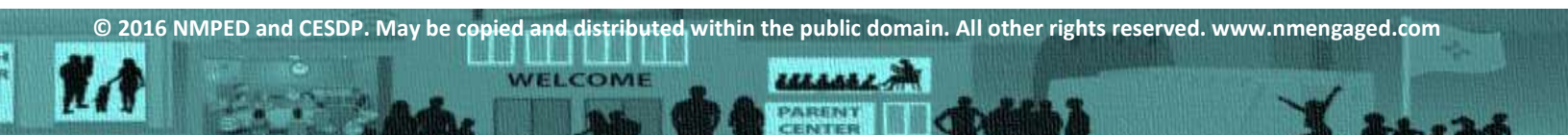
Action Plan Template

School Name: _____ District: _____ Initial Date: _____

School Advisory Team Members and Roles (parents, grandparents, school staff, teachers, students, administrators):

Strategic Engagement Vision Statement:

Goal	Activity/Strategy	Person(s) Responsible	Resources Needed	Comments/Evaluation	Timeline



Action Plan Sample

School Name: New Mexico Elementary School District: _____ Initial Date: _____

School Advisory Team Members and Roles (parents, grandparents, school staff, teachers, students, administrators): *Principal, Family Liaison, Social Worker, Teacher, Parents, others*

Strategic Engagement Vision Statement:

Our school will become a place where all families feel welcome and have access to community resources.

Goal	Activity/Strategy	Person(s) Responsible	Resources Needed	Comments/Evaluation	Timeline
Create a Welcoming and Respectful School Environment	Complete the Welcoming All Families Evaluation Rubric with the Parent School Improvement Team	Family Liaison and the Parent School Improvement Team	-Copies of Rubric Tool -team commitment	Use tool to reflect on growth and progress toward goal. Choose 2 areas to work on in September	Early September
Create a Welcoming and Respectful School Environment	Assign committees of parents and staff to develop plans around 2 key areas	School Admin, staff, and the Parent School Improvement Team	- TBD	The committees will develop a list of resources needed and a strategy for progressing in each area	Mid September
Create a Welcoming and Respectful School Environment	Implement strategies in each area	Committees assigned to each area	- TBD	Each member of the committees will be responsible for recruiting at least one other volunteer to enact the plan	Mid-September to Early October
Create a Welcoming and Respectful School Environment	Assess progress in each area using the Eval Rubric	Family Liaison and the Parent School Improvement Team	-Copies of Rubric Tool -team commitment	Team will reflect on progress and determine if more growth is needed in each area and strategize a new approach if needed	Late October



Puntos de inicio para inventario a nivel escolar sobre la familia, escuela y socios comunitarios

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Esta encuesta pudiera utilizarse para evaluar a nivel escolar el progreso al fortalecer la asociación entre el personal escolar y familias y miembros comunitarios. Se sugiere que la encuesta sea utilizada en diferentes etapas del año escolar para evaluar el progreso en las seis áreas de participación de los padres identificadas por la Dra. Joyce Epstein y PTA's National Standards for Family-School Partnerships. La encuesta puede ser modificada para uso al planear y evaluar dentro de niveles de grado específicos y comunidades escolares.

Escala de calificación	
Frecuentemente	Ocurre en la mayoría de las clases y niveles de grado. Se dedica suficiente tiempo y énfasis. Un componente altamente prevalente en el plan escolar de participación de los padres.
Ocasionalmente	Ocurre en algunas clases y niveles de grado. Se dedica un periodo mínimo o razonable de tiempo y énfasis. No resulta ser un componente prevalente del plan escolar de participación de los padres.
Nunca	Esta estrategia no se lleva a cabo en la escuela u ocurre aisladamente.

 **DANDO LA BIENVENIDA A TODAS LAS FAMILIAS**
Todas las familias incluye a familias culturalmente, lingüísticamente y económicamente diversas, además de familias con estudiantes aprendices de inglés y/o estudiantes con discapacidades.

Nuestra escuela:	Frecuentemente	Ocasionalmente	Nunca
h. La escuela cuenta con estándares de muestras de bienvenida que aplican al personal incluyendo al de oficina, conductores de autobús, seguridad, conserjes, y de la cafetería, etc.			
i. El clima escolar refleja un ambiente de bienvenida y respetuoso para todas la familias sin importar cultura, etnia, idioma o discapacidad. <ul style="list-style-type: none"> Los letreros a la entrada guían claramente a los visitantes a registrarse. El plantel escolar y entrada cuentan con letrero/bandera/tablero de anuncios dando la bienvenida a los padres. La cultura e idioma de la comunidad se ve claramente reflejado. Existen áreas de estacionamiento designadas y los padres están bien informados sobre los arreglos de estacionamiento al visitar la escuela. 			
j. Se encuentra postulada la declaración de misión y/o política sobre la participación de los padres en los idiomas propios de las familias que los guía a más información sobre oportunidades para involucrarse en programas escolares.			
k. Se encuentra ubicado un centro familiar en un área accesible de la escuela y está designado como lugar de reunión donde las familias, personal escolar, estudiantes y miembros comunitarios son bienvenidos y se les brinda apoyo <ul style="list-style-type: none"> Apoya eventos especiales y anuncia bancos de ropa, bibliotecas, ferias de salud, talleres para padres, etc. La información compartida en el centro se conforma a los niveles de desarrollo de los estudiantes, ej. Las secundarias vinculan a los padres con centros para soluciones de trabajo e instituciones de educación superior. 			



Nuestra escuela:	Frecuentemente	Ocasionalmente	Nunca
l. Hay letreros ubicados fuera de cada puerta de aula indicando el nivel de grado/título de curso, y nombre de maestro/a. El trabajo de los estudiantes está postulado por la escuela y además incluye una descripción del propósito.			
m. Se establecen conexiones positivas con familias y comunidades mediante colaborar con establecimientos de reunión, centros comunitarios, negocios locales, bibliotecas, restaurantes, etc.			
n. Se hacen encuestas con los padres con relación a sus intereses, talentos, y disponibilidad para ofrecerse como voluntarios. Se administra comunicación y coordinación de seguimiento (revisiones de antecedentes, políticas y procedimientos de voluntarios, capacitación de voluntarios, e igualando las destrezas e intereses a las necesidades escolares).			



MEJORANDO LA COMUNICACIÓN

Comunicación efectiva con todas las familias y en la comunidad.

En nuestra escuela:	Frecuentemente	Ocasionalmente	Nunca
a. Se efectúan conferencias de padres y maestros con cada padre por lo menos una vez al año. En las secundarias con numerosos estudiantes, se planean eventos para reunirse con grupos de padres.			
b. De ser necesario, se proveen traductores para apoyar a las familias.			
c. Se provee información clara sobre las boletas de calificaciones y como se obtienen las mismas.			
d. Se provee clara información sobre las expectativas de las pruebas estatales al igual que los resultados de las escuelas y estudiantes.			
e. Se ha establecido comunicación de dos vías entre hogar a escuela y escuela a hogar.			
f. Se cuenta con un sistema telefónico para enviar mensajes importantes o recabar información de asistencia.			
g. Se provee clara información sobre la selección de cursos, programas, y actividades.			
h. Se envían fólder del trabajo de los estudiantes semanalmente o mensualmente para revisión y comentarios de los padres.			
i. Se envían regularmente mensajes positivos o llamadas telefónicas a padres sobre sus estudiantes.			
j. Se notifica a las familias sobre problemas académicos o de comportamiento de los estudiantes. Los maestros cuentan con acceso a teléfonos, correos, información de contacto, y se les anima a comunicarse con los padres durante o después de clases.			
k. Se provee a los padres la información de contacto de la escuela, director/a, maestro/a y consejero/a (en la escuela o casa).			
l. Se ha establecido una línea directa para estudiantes y familias para escuchar sobre tareas y mensajes.			
m. Se conduce una encuesta anual con las familias para compartir información y preocupaciones sobre las necesidades de los estudiantes y percepciones sobre los programas y procesos escolares.			



En nuestra escuela:	Frecuentemente	Ocasionalmente	Nunca
Nuestro boletín escolar/sitio web incluyen: Reconocimiento de estudiantes, familias, y miembros comunitarios al igual que trabajo y logros de los estudiantes:			
n. Existe un calendario de eventos escolares.			
o. Se provee información sobre la actividad estudiantil.			
p. Se provee información sobre currículum, evaluaciones e instrucción basada en estándares.			
q. Se provee información con referente a la participación de voluntarios (cuándo y cómo prestarse como voluntarios).			
r. Se provee información sobre la administración escolar (cómo se administra la escuela, consejo del plantel, etc.).			
s. Se provee una columna para dar atención las preguntas de los padres.			
Otro:			



APOYO AL ÉXITO ESTUDIANTIL

En la escuela se promueve una cultura de atención y responsabilidad compartida para el éxito de los estudiantes.

En nuestra escuela:	Frecuentemente	Ocasionalmente	Nunca
k. Se proveen recursos de aprendizaje para estudiantes y familias mediante el sitio web, talleres y se hacen esfuerzos para contactar a padres quienes no están tan accesibles.			
l. Se provee información propia para familias sobre las expectativas de nivel de grado, metas en camino a la graduación, Estándares estatales de núcleo común de Nuevo México y el progreso de los estudiantes.			
m. Se provee información a las familias sobre cómo monitorear y considerar el trabajo escolar de su hijo, incluyendo evaluaciones y pruebas tales como PARCC, ACCESS, etc.			
n. Se provee información de cómo apoyar a los estudiantes con destrezas en necesidad de mejoría.			
o. Cuenta con un horario regular de tarea interactiva que exige que los estudiantes demuestren y consideren lo que aprenden con algún miembro de la familia.			
p. Se pide a los padres escuchar la lectura de su hijo o leerle en voz alta lectura apropiada a la edad.			
q.			
r. Se proveen calendarios con actividades diarias y semanales para que las familias las efectúen en casa y en la comunidad.			
s. Se apoya a las familias para establecer metas académicas, seleccionar cursos y programas y planear para la universidad, su siguiente nivel de escolaridad (ej. Intermedia y secundaria) o trabajo. PLAN DEL SIGUIENTE PASO			
t. Se proveen paquetes de aprendizaje para ayudar a los estudiantes a sostener destrezas escolares.			
u. Se provee capacitación profesional y oportunidades de planeación relacionadas con la participación de las familias y el desarrollo de asociaciones para el éxito del estudiante.			



En nuestra escuela:	Frecuentemente	Ocasionalmente	Nunca
II. Se planean cuidadosamente conferencias de padres, maestros y estudiantes con provisiones para los horarios y necesidades de transporte de los padres. El enfoque de la interacción entre padres y maestros es la preocupación por los estudiantes			



LEVANTANDO LA VOZ POR CADA NIÑO

Los niños son tratados equitativamente y cuentan con acceso a oportunidades de aprendizaje que apoyará su éxito.

En nuestra escuela:	Frecuentemente	Ocasionalmente	Nunca
j. Se ayuda a las familias a comprender sus derechos y responsabilidades bajo las leyes federales y estatales.			
k. Se ayuda a las familias a comprender cómo opera la escuela y el distrito.			
l. Se ayuda a las familias a comprender sus derechos y responsabilidades bajo las leyes federales y estatales.			
m. Se desarrollan y comparten recursos para familias con el fin de ayudarles a navegar el sistema educativo.			
n. Se tienen establecidas políticas y procedimientos para ayudar a resolver rápidamente problemas y conflictos que involucren a las familias.			
o. Se ayuda a familias a desarrollar la capacidad para ser partidarios de sus niños y la población de estudiantes entera.			
p. Se incluye a familias en las consideraciones sobre la planeación para el futuro de la escuela.			
q. Se implementan políticas y procedimientos que promueven una transición suave entre y dentro de las escuelas.			
r. Se involucra a las familias en abogacía cívica (ej. Asociándose con otros partidarios educativos) para el logro de los estudiantes.			



LIDERAZGO COMPARTIDO

Las familias son participantes en decisiones escolares y se desarrollan como padres y líderes comunitarios.

En nuestra escuela:	Frecuentemente	Ocasionalmente	Nunca
k. Se involucra a los padres al seleccionar al persona escolar (equipo de liderazgo).			
l. Se cuenta con una política para la participación de los padres y un equipo de acción para el desarrollo con un programa orientado hacia una meta con prácticas para seis tipos de participaciones.			
m. Se cuanta con un PTA activo, u otra organización de padres.			
n. Se invita a los padres para estar en el consejo de asesoría escolar, equipo de mejoramiento u otros comités.			
o. Se pide a los padres involucrados que se comuniquen con los padres menos involucrados y representar sus ideas.			
p. Se provee información sobre elecciones de representantes escolares o locales.			
q. Se desarrollan redes para vincular a las familias con sus padres representantes.			
r. Se incluye a los padres representantes durante oportunidades de capacitación profesional de programas a nivel escolar.			



En nuestra escuela:	Frecuentemente	Ocasionalmente	Nunca
s. Se involucra a padres en la revisión de plan de estudios, desarrollo de políticas a nivel escolar/distrito, y participación en equipos de asesoría.			
t. Se utilizan correos y encuestas rápidas para obtener la opinión e ideas de los padres sobre la política escolar.			



COLABORACION CON LA COMUNIDAD

Las familias y el personal escolar colabora con la comunidad para proveerse unos a otros servicios, oportunidades y apoyo para el éxito de los estudiantes.

En nuestra escuela:	Frecuentemente	Ocasionalmente	Nunca
i. Se provee un directorio de recursos comunitarios para padres y estudiantes con información sobre agencias, programas y servicios comunitarios.			
j. Se provee sobre actividades comunitarias relacionadas a destrezas y talentos de aprendizaje, incluyendo programas de verano para estudiantes.			
k. Se trabaja con negocios locales, industrias y organizaciones comunitarias en programas para desarrollar las destrezas estudiantiles.			
l. Se ofrecen programas para estudiantes efectuados después de clases con el apoyo de negocios, agencias o voluntarios comunitarios.			
m. Se patrocinan programas intergeneracionales con grupos locales de personas de la tercera edad.			
n. Se proveen servicios familiares a través de asociación de consejería escolar, salud, recreación, capacitación laboral y otras agencias.			
o. Se organizan proyectos de servicios de aprendizaje para la comunidad, estudiantes, familias y escuelas.			
p. Se mantiene el plantel abierto después de clases para el uso de la comunidad.			
Otro:			

Adaptado por la Dra. Joyce Epstein, et al, 2002 y PTA National Standards for Family-School Partnerships 2016









Resumen de las fortalezas y necesidades

- Calificaciones de “frecuentemente” indican que la actividad o acercamiento es fuerte.
- Las calificaciones de “ocasionalmente” o “nunca” indican que la actividad aun no es parte del programa escolar o necesidades de mejoramiento.

Los resultados proveen información sobre las prácticas y percepciones fuertes sobre instrucciones futuras o mejorías necesarias para programas comunitarios para participación de los padres. Utilice la siguiente tabla para empezar a identificar las áreas fuertes, de necesidad y planes para mejoramiento. Considere iniciativas actuales al igual que metas a corto y largo plazo.

Elija una o dos de las seis áreas para explorar más a fondo con *Toolkit for New Mexico School Communities (Herramientas para las comunidades de Nuevo México)* a medida que desarrolle un **Plan de acción**.

Estándares para asociación entre familias y escuelas	¿Qué estamos haciendo bien?	¿Cómo pudiéramos mejorar?	Estrategias para involucramiento de las familias
Dando la bienvenida a todas las familias a la comunidad escolar 			
Comunicando efectivamente 			
Apoyando el éxito de los estudiantes 			
Alzando la voz por cada estudiante 			
Compartiendo el liderazgo 			
Colaborando con la comunidad 			



Plantilla de Plan de Acción

Nombre de la Escuela: _____ Distrito: _____ Fecha de Inicio: _____

Equipo Escolar de Asesores y sus Roles (padres, abuelos, personal escolar, maestros, estudiantes, administradores):

Declaración de Compromiso Estratégico y su Visión:

Objetivo	Actividad/Estrategia	Persona(s) Responsable	Recursos Necesarios	Comentarios/Evaluación	Línea del Tiempo



Ejemplo de Plan de Acción

Nombre de la Escuela: New Mexico Elementary School Distrito: _____ Fecha de Inicio: _____

Equipo Escolar de Asesores y sus Roles (padres, abuelos, personal escolar, maestros, estudiantes, administradores): *Director, Enlace Familiar, Trabajador Social, Maestro, Padres, otros.*

Declaración de Compromiso Estratégico y su Visión:

Nuestra escuela se convertirá en un lugar en el cual todas las familias se sientan bienvenidas y tengan acceso a los recursos de la comunidad.

Objetivo	Actividad/Estrategia	Persona(s) Responsable	Recursos Necesarios	Comentarios/Evaluación	Línea del Tiempo
Crear un Ambiente Escolar de Respetuosa Bienvenida	Completar la sección Rubrica de Evaluación Bienvenida a Todas las Familias con el Grupo de Padres de Mejoramiento Escolar	Enlace Familiar y el Grupo de Padres de Mejoramiento Escolar	- Compromiso del Equipo de la Herramienta Copias de la Rubrica	Uso de herramientas que se reflejen en el crecimiento y progreso para lograr el objetivo. Escoja 2 áreas para trabajar en Septiembre	Principios de Septiembre
Crear un Ambiente Escolar de Respetuosa Bienvenida	Asignar comités de padres y personal escolar para desarrollar un plan alrededor de 2 áreas clave	Personal Escolar Administrativo, y el Grupo de Padres de Mejoramiento Escolar	- TBD	Los comités desarrollaran una lista de recursos necesarios y una estrategia para avanzar en cada área	Mediados de Septiembre
Crear un Ambiente Escolar de Respetuosa Bienvenida	Implementar las estrategias en cada área	Comités asignados a cada área	- TBD	Cada miembro de los comités se comprometerá a reclutar al menos a otro voluntario realizar el plan	Mediados de Septiembre a Principios de Octubre
Crear un Ambiente Escolar de Respetuosa Bienvenida	Evaluar el progreso en cada área usando la Rúbrica de Evaluación	Enlace Familiar y el Grupo de Padres de Mejoramiento Escolar	Compromiso del Equipo de la Herramienta Copias de la Rubrica	El equipo se concentrara en el progreso y determinara si se requiere mas crecimiento en cada y las estrategias de un nuevo enfoque de ser necesario	Finales de Octubre



Best Practice Findings for Creating Your Action Plan

Straight from the field, here are some best practice findings to think about as your team is creating your Action Plan.

Finding 1: Involvement programs that link to learning improve student achievement.

It's simple: The more parent and community involvement activities focus on improving student learning, the more student learning improves. Learning-focused involvement activities may include:

- Family nights on math or literacy.
- Family-teacher conferences that involve students.
- Family workshops on planning for college.

Finding 2: Speaking up for children protects and promotes their success.

Children whose parents are advocates for them at school are more confident at school and take on and achieve more. The more families advocate for their children and support their children's progress, the longer their children stay in school and the better their children do. Families should:

- Become knowledgeable about the operations of schools and the laws that govern those operations.
- Be confident about their ability to work with schools.
- Expect only the best from their children and for their children.

Finding 3: All families can contribute to their children's success.

Family involvement improves student success, regardless of race/ethnicity, class, or parents' level of education. For involvement to happen, however, principals, teachers, and parents themselves must believe that all parents can contribute to their children's success in school. Parents can promote their children's academic success by:

- Teaching their children the importance of education.
- Finding out what their children are expected to know and to be able to do and reinforcing lessons at home.
- Sending their children to school ready to learn every day.

Principals and teachers must support parent involvement by:

- Making parent involvement a priority.
- Recognizing and removing barriers to parent involvement.
- Sharing decision-making power with parents and community members.
- Working to understand class and cultural differences.

Finding 4: Community organizing gets results.

Engaging community members, businesses, and organizations as partners in children's education can improve the learning community in many ways. For example, community partners may be able to:

- Provide expanded learning opportunities.
- Build broad-based support for increased school funding.
- Provide quality after-school programs.



Sample Family Survey

Dear Families,

The best way to make sure every student in our school succeeds is to build a strong partnership between families, the school, and the community. The survey below gives you the opportunity to tell us what our school is doing well to support this partnership and what we can do better.

If you would like to help tally and analyze the results, please let us know.

—The Family Involvement Action Team

<Provide the names and contact information of the team members here.>

Welcoming All Families into the School Community

Strongly agree Agree Neutral Disagree Strongly
disagree

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. When I walk into the school, I feel the school is inviting and that this is a place where parents “belong.” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The school’s policies and programs reflect, respect, and value the diversity of the families in the community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students at the school are treated fairly no matter what their race or cultural background. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I feel welcome at PTA/parent group meetings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Communicating Effectively

Strongly agree Agree Neutral Disagree Strongly disagree

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. The school keeps all families informed about important issues and events. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The school makes it easy for families to communicate with teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The school communicates with families in multiple ways (e.g., e-mail, phone, website). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I can talk to the school principal when I need to. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. My child’s teacher communicates with me on a regular basis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. It’s easy to get a translator if I need one. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Continued on next page



Family Survey, continued

Supporting Student Success

Strongly agree Agree Neutral Disagree Strongly disagree

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11. My child's teacher keeps me well informed about how my child is doing in school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I understand the academic standards my child is supposed to meet and how the curriculum is linked to those standards. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. My child's teacher and the school give me useful information about how to improve my child's progress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. All students are challenged to do their best. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Speaking Up for Every Child

Strongly agree Agree Neutral Disagree Strongly disagree

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 15. If the school can't help me, they will connect me to someone who can. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. I understand the rules and requirements for student dress, language, and behavior. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. The school keeps me informed of my rights under federal and state laws and policies and helps me exercise those rights as needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. I feel empowered to advocate for my own child's and other children's success in school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Sharing Power

Strongly agree Agree Neutral Disagree Strongly disagree

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 19. The school consults with me and other families before making important decisions (e.g., changes in curriculum, school policies, dress code). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. The school provides opportunities for families to develop relationships and raise concerns with school leaders, public officials, and business and community leaders. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Collaborating with Community

Strongly agree Agree Neutral Disagree Strongly disagree

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 21. The school connects students, families, and staff to expanded learning opportunities, community services, and community improvement initiatives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Comments _____

Your name (optional) _____



Encuesta Familiar

Estimadas Familias,

La mejor forma de asegurarnos de que nuestros estudiantes tengan éxito en nuestras escuelas es construyendo asociaciones fuertes entre las familias, la escuela, y la comunidad. La encuesta de abajo, le da a usted la oportunidad de decirnos lo que la escuela está haciendo bien para respaldar esta asociación y lo que podemos hacer para mejorarla. Si usted desea acumular y analizar los resultados, por favor háganoslo saber.

—Equipo de Involucramiento Activo de la Familia

<Proporcione aquí los nombres e información contractual de los miembros del equipo.>

Bienvenida a todas las Familias

A la Comunidad Escolar

Muy de acuerdo Acuerdo Neutral Desacuerdo Muy desacuerdo

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Cuando entro a la escuela, siento que la escuela invita Y que es un lugar donde los padres “pertenecen.” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Las políticas y programas escolares reflejan, respeto, Y valoran la diversidad de familias en la comunidad. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Los estudiantes en la escuela son tratados con Igualdad sin importar su raza o antecedentes culturales. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Me siento bienvenido(a) a las juntas de PTA/padres. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comunicación Efectiva

Muy de acuerdo Acuerdo Neutral Desacuerdo Muy desacuerdo

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. La escuela mantiene a todas las familias informadas acerca de eventos y asuntos importantes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. La escuela facilita a las familias la comunicación con los maestros. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. La escuela se comunica con las familias de múltiples maneras (ej., correo electrónico, teléfono, sitio web). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Puedo hablar con el director de la escuela cuando lo necesito | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. El maestro de mi hijo se comunica conmigo regularmente | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Es fácil tener un traductor si se necesita. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Respaldo al éxito estudiantil

Muy de acuerdo Acuerdo Neutral Desacuerdo Muy desacuerdo

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11. Los maestros de mi hijo(a) me mantienen bien informada sobre el desempeño escolar de mi hijo(a). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Yo entiendo los estándares académicos que mi hijo(a) debe cumplir y como el currículo está ligado a esos estándares. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Los maestros y escuela de mi hijo(a) me dan información útil sobre cómo mejorar el progreso de mi hijo(a). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Todos los estudiantes son motivados a dar lo mejor de ellos. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Hablando Por Cada Niño

	Muy de acuerdo	Acuerdo	Neutral	Desacuerdo	Muy desacuerdo
15. Si la escuela no puede ayudarme, me conectan con alguien que pueda hacerlo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Yo entiendo las reglas y requerimientos de vestido, lenguaje, y comportamiento del estudiante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. La escuela me mantiene informada de mis derechos ante las leyes y políticas federales y estatales y me ayuda a ejercer esos derechos de ser necesario.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Yo me siento con poder suficiente para abogar por el éxito escolar de mi niño y el de los demás niños.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compartiendo el Poder

	Muy de acuerdo	Acuerdo	Neutral	Desacuerdo	Muy desacuerdo
19. La escuela consulta conmigo y con otras familias antes de hacer decisiones importantes (ej., cambios en el currículo, políticas escolares, código de vestir).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. La escuela proporciona oportunidades a las familias para que desarrollen relaciones y plantear inquietudes a los líderes escolares, oficiales públicos, y líderes de negocios y la comunidad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Colaborando con la Comunidad

	Muy de acuerdo	Acuerdo	Neutral	Desacuerdo	Muy desacuerdo
21. La escuela conecta estudiantes, familias, y al personal para expandir las oportunidades de aprendizaje, servicios comunitarios, e iniciativas de mejoramiento comunitario.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comentarios _____

Su nombre (opcional) _____



School and/or district name here, logo, contact information, website address, etc.

NMengaged.com



SCHOOL STAFF SURVEY

Family-Schools Partnership Project

Dear School Staff in school and/or district name here,

The district/school is conducting a survey to help with planning for building strong partnerships between families, schools, and the community. Please complete the survey below to share your perceptions and ideas.

Note here about who to contact with questions or how to find out about initiatives, school or district Family Advisory Teams, PTAs, PTOs, etc.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
1. When I walk into the school, I feel the school is inviting and this is a place where parents/guardians and families are welcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The school has policies that recognize and respect families' cultural, ethnic, religious, and economic diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students and families at the schools are treated fairly no matter what their race or cultural background. Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Parents and teachers are included as part of advisory councils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The school keeps all families informed about important events and opportunities related to student success, including extracurricular activities, resources available, important dates, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The school makes it easy for families to communicate with teachers about students' progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The school communicates with families in multiple ways through e-mail, phone, website, tribal leaders, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Parents/Guardians can talk to the school principal when they need to or he/she gets back to them promptly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Teachers communicate with parents on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Translators are available as needed in the school for Keres, Navajo, Spanish, other _____. Circle all that apply.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
11. Teachers keep parents/guardians well informed about how students are doing in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The school shares information with families about academic standards and how the classroom curriculum is linked to those standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The school gives useful information to families about how to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. All students are encouraged to do his/her best at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. If the school can't help parents with information then they will make referrals to someone who can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Teachers, students, and parents understand the rules and requirements for student dress, language and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The school keeps parents informed of their rights under state and federal laws and policies and helps them exercise those rights as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I understand how the school operates and how to raise questions or concerns that I have.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The school staff helps parents/guardians monitor students' progress and guide them through transitions and towards graduation, college and/or careers.					
20. The school checks with families before making decisions about changes in curriculum, school policies, dress code, and other important decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. The school provides opportunities for families to develop relationships with school leaders, tribal leaders, and business and community leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The school collaborates with community organizations, businesses, colleges, to strengthen the school and tap into useful resources and build a family-friendly community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I have easy access to the internet and a computer at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Questions					
What do you want to see changed in the schools to build school-family partnerships?					
What are some challenges for you in building family-school partnerships?					
What are some benefits that you have seen with engaging parents of students?					
What is the best way for parents to communicate with you as school staff (phone, email, visit you at school, etc.)?					
Comments:					
Your Name: (optional)					

