STANDARDS FOR FAMILY/SCHOOL PARTNERSHIP IN EDUCATION

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 in class.

- Schools create and nurture a welcoming school-home community. These behaviors include honesty, trust, mutual respect, involvement, optimism, problem-solving, empathy, active listening and collaboration.
- District employees work toward intercultural proficiency.
- All families’ time and talents are welcomed and accessed.
- Schedules for volunteers and family events are flexible enough to enable parents who work to participate.
- Schools incorporate teacher in-service time to learn strategies for welcoming all types of families into the school community.

Standard 2
Communicating effectively – Families and school staff engage in regular, meaningful communication about student learning.

- Communication is a clear two-way channel from home to school and from school to home regarding students’ learning goals and continual progress.
- Communication is in a language understandable to all participants and in a variety of forms that can be viewed, heard, or read anywhere, any time, in varied forms.
- Schools communicate the teaching learning cycle to families.

Standard 3
Supporting student success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

- Schools inform families on a regular basis about the application of academic content standards, how the child’s progress in achieving content standards will be measured and how parents can support the progress.
- Schools share strategies to support student learning.
- Families and schools work together towards creating a supportive learning environment at home and at school.
- Teachers and administrators work toward building a family community confident in their roles and skills as partners in student success.

Standard 4
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.

- Teachers and administrators seek and understand family views on children’s experiences with regard to school, climate and teachers’ behaviors and actions bi-annually.
- Schools conduct needs assessments, satisfaction and feedback surveys on a variety of topics including bullying, curriculum, finances, school programs, etc.
- Schools provide a system for families to ask questions, voice concerns and offer suggestions for improvement.
- The district provides a system for resolving concerns and filing complaints.
Schools provide a link regarding current legislation that would affect children or education on the school/district website.

**Standard 5**
Sharing power – Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.
- Family-school partnerships involve shared views and actions toward shared goals.
- Parents are given opportunities to develop leadership skills in school contexts.
- Teachers and families learn together how to be partners.

**Standard 6**
Collaborating with the community – Families and school staff collaborate with community members to connect students, families, and staff to expand learning opportunities, community services, and civic participation.
- Families and schools identify and integrate opportunities, resources and services in the community to strengthen school programs, family practices and student learning and development.
- Schools, families and students are encouraged to contribute to the well-being of the community.
- The district shares with the community, including members who do not have children in school, the value of supporting the growth and development of the children in its community.

Adopted September 18, 2013