



Washoe County School District Family Engagement Standards Rubric

This rubric is used to create strategies for your family engagement plan. It defines each of the standards for family engagement at the comprehensive, basic and below basic level.

Please note: this is NOT the rubric that is used to score plans or evidence.

	Below Basic	Basic	Comprehensive
<p>I. Welcoming all Families</p> <p>a. Physical environment</p> <p>b. Diversity & Cultural Competency</p> <p>c. Relationships</p> <p>d. Opportunities to be invited in to the school and classrooms</p> <p>e. Outreach to Families</p>	<ul style="list-style-type: none"> • The school site needs visible repairs to easily maintainable items and litter is often visible near the entrance of the school. The front office is hard to find and signage is not visible from the visitor’s parking lot. • The front office is a busy place and customer service is often second priority to tasks that need to be completed. Families must sit next to students in the front office who are waiting to see the administration. • Murals and printed materials reflect one population and diverse families are not physically represented in the school staff. • Families are only allowed to visit classrooms when advance appointments are made and it has been cleared through several administrative levels. 	<ul style="list-style-type: none"> • The school site is maintained and includes a waiting area for families in the front office. There are some resources and information for families near the waiting area. • There is one sign that designates the front office and the school climate is positive for all families. • Staff members provide courteous customer service and families that visit the school are treated respectfully. • Families are allowed but not encouraged in classrooms. • Diverse families are visible in some printed materials in the school and events allow time for families to build relationships with each other. • Staff reflects some of the school’s diverse population. 	<ul style="list-style-type: none"> • The school values, respects and welcomes families and sees them as assets in supporting student learning. There is a core belief at the school that all families want the best for their children and family engagement will help students reach their achievement goals regardless of parents’ socioeconomic background or education level. • The school site is well-maintained including a comfortable space for families with resources and information about the school. There is clear signage to the front office in diverse languages spoken at the school. • The school climate is a welcoming place where families are embraced and opportunities exist to connect with school staff and other families. All staff members are friendly and efficient and communicate respectfully with families. • Authentic, positive relationships are established with families through school outreach and families are welcomed in classrooms. • Printed materials (posters, murals, flyers) reflect ethnically diverse families and the culture of families is represented in school celebrations. • There is a system of support and networking for families from diverse neighborhoods and backgrounds. Staff reflects the student population when possible, and consideration of student and family demographics are considered when hiring new staff.



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<p>II. Communicating Effectively</p> <p>a. Two-way communication</p> <p>b. Language & Literacy</p> <p>c. Free of Jargon & Acronyms</p> <p>d. Written and face to face</p>	<ul style="list-style-type: none"> • School communication is occasional, one-way and focuses on social events or fundraising. • The school is the expert on the child's educational achievements and families do not have an opportunity to share information about their child. • School communication is difficult to understand for families and community members including unexplained acronyms and educational jargon. • School staff communicate with families only when there are problems. 	<ul style="list-style-type: none"> • School staff communicates with families at conferences and occasionally throughout the year. • Staff listens when families speak out about their child and the school shares some positive details about student learning and progress at conferences and formal events. • Communication is family friendly including consideration of language, literacy level and jargon. Families receive positive communication about their children. 	<ul style="list-style-type: none"> • School systems exist for school staff and families to engage in ongoing, two-way, meaningful communication about student learning and progress towards goals where both parties provide vital information about a child's strengths, challenges and accomplishments. • Discussions are positive and actionable. A family's knowledge of their child is honored, heard and incorporated when making educational decisions. • Language, literacy level and educational jargon are considered when communicating with families and hard to understand documents are provided with support materials or personal support. Positive communication with families builds trust and is conscious of cultural differences.



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<p>III. Supporting Student Success</p> <p>a. Modeling support of learning strategies</p> <p>b. Supporting families with academic knowledge based on data</p> <p>c. Sharing data with parents</p> <p>d. Helping families to monitor progress</p>	<ul style="list-style-type: none"> • Data is shared with families when they ask for the data. Confusing data reports are left to the families’ interpretation and support is not provided in understanding the data when families ask for more information. • Events at the school focus on fundraising and social activities that are not necessarily connected to student learning. • Volunteers are only encouraged for fundraising activities or not connected to supporting student learning at the elementary level and learning strategies connected to the classroom remain a mystery for families. • Secondary schools send home requisite academic warnings towards the end of the semester and do not communicate the consequences of academic failure to families. • College and career information is shared solely with students. • Transition points (Kindergarten, Middle, High or Post-secondary) also focus exclusively on students and do not include families. 	<ul style="list-style-type: none"> • School staff shares data with families at conferences and when data reports are available. • Families can access data on their portal account and are provided help in understanding the data when they ask for help. • Data is generally explained and school wide academic goals are communicated on data walls. • Elementary schools host general family learning nights where some strategies are explained on paper or through games and printed materials describe confusing academic concepts. • Family volunteers are welcome in the school and do a variety of tasks, including supporting teachers with administrative duties. Volunteering is sometimes connected to classroom instruction for those families that feel comfortable helping with reading or math. • Secondary schools provide access to student data when requested and send home information to families with quarterly report cards. • The parent organization works with school leadership to support reducing achievement gaps at a peripheral level by raising funds for technology or instructional needs. • Some information is provided during transition points (Kindergarten, Middle, High or Post-secondary). 	<ul style="list-style-type: none"> • School staff collaborates with families to share data, set academic goals for students and discuss high expectations with families. Schools help parents to communicate high expectations to their children when support is needed. • Families can access personalized student performance and/or assessment data easily and understand the data in context of other students at the same grade level. In addition, the school supports families in understanding whether their child is at-grade level, on track for graduation and ready for college or a highly skilled career. • Elementary schools model strategies for families to support learning at home, demystify confusing academic concepts, provide learning resources and when possible provide materials for families to support learning at home. • Family volunteers go beyond administrative tasks and have opportunities to learn about classroom instruction at the elementary level in order to support student learning at home. • Secondary schools help families to monitor their child’s progress, understand their child’s data, discuss future aspirations and set goals to be college and career ready. • The parent organization works with school leadership to adopt effective strategies and engage families in reducing achievement gaps and supporting all students in academic success. • The school provides opportunities for families to understand essential information and connect with the school at critical transition points (Kindergarten, Middle, High or Post-secondary).
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<p>IV. Speaking up for every child</p> <ul style="list-style-type: none"> a. Supporting families to advocate for their child and other children b. Support families to navigate school policies and procedures c. Support families to access the system “Gifted & Talented, Advanced Placement, Etc.” d. Mentor families 	<ul style="list-style-type: none"> • Family advocacy is met with resistance by school staff, particularly if school cultural norms are not displayed by the family. • Staff and administration remain on the defensive when families speak out regarding their child’s achievement and school input regarding educational decisions are the only opinions given consideration. • Confusing parts of the educational system are left to the family to discover and research. • Parent organizations’ activities are not connected to student learning or building an inclusive community. 	<ul style="list-style-type: none"> • Families that advocate for their children are met with courteous responses and staff respectfully listens to families when they share information about their children. • Information is available regarding confusing parts of the educational system such as Advanced Placement, Gifted & Talented, Special Education, college readiness exams. • Parent organizations do not focus on particular students in the building and work towards an inclusive school community. • Diverse family needs are considered by the school. 	<ul style="list-style-type: none"> • Clear procedures for families to advocate for their children are explained and accessible by school staff. • Clear and transparent school policies and procedures are also explained in language easily understood by parents. • There is a climate of acceptance for parent and community advocacy for children. Family input is strongly considered in individual decisions about children and school decisions involving the larger school community. • Diverse individual family needs are considered and all children and families are supported and included in the broader school community. • Schools provide support and training on how to access confusing parts of the educational system such as Advanced Placement, Gifted & Talented, Special Education, English Language Learners, college readiness exams, etc. • Parent organizations or advisory committees advocate for and support all students in the building and target resources to support achievement.
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<p>V. Sharing Power</p> <p>a. School Improvement Planning</p> <p>b. Title I policy and budget provided with input from parents</p> <p>c. IEPs, IATs and parent conferences are collaborative with time for the parent to have a voice in their child’s educational decisions</p> <p>d. Addressing equity and parent leadership</p> <p>e. Parent organizations that represent all families</p>	<ul style="list-style-type: none"> • School decisions are made solely by school staff and school improvement planning is done in isolation by the school’s administration. • The school leadership team discusses school initiatives such as Title I, Family Engagement, Positive Behavioral Intervention Supports, budget and accreditation committees absent of families. • When conflict arises the focus is on the problem, not necessarily solutions and the school holds all of the power in decisions to resolve the conflict. • The parent organization is exclusive to parents who are connected to the school and opportunities to develop leadership in the parent organization do not exist. 	<ul style="list-style-type: none"> • Families are partners with the school in decisions that affect children and families help the school to create policies, practices and programs. • The School Improvement Team includes several parent representatives from the parent organization who occasionally attend the school planning meetings. • Parents have a voice in major school initiatives and committees such as Title I, Family Engagement, Positive Behavioral Intervention Supports, budget and accreditation committees. • When conflict arises between the school and home, school efforts sometimes focus on problem solving. • The parent organization or advisory committee provides some information to interested families regarding leadership opportunities and is partially representative of the school’s diverse populations. • School leadership meetings provide opportunities for families to speak out. 	<ul style="list-style-type: none"> • Families and school staff are equal partners in decisions that affect children and together inform, influence, and create policies, practices and programs. • The School Improvement Team includes a substantial representation (ideally 50%) of parents and hiring committees for all staff include a parent representative. • Parents have a voice in major school initiatives and committees such as Title I, Family Engagement, Positive Behavioral Intervention Supports, budget and accreditation committees. • When conflict arises between the school and home, school efforts focus on problem-solving in positive ways. • The parent organization provides opportunities to build leadership and is inclusive of the school’s diverse populations. School and parent leaders employ facilitation skills such as brainstorming, role-plays, and small-group activities that encourage everyone to speak.
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<p>VI. Collaborating with the Community</p> <ul style="list-style-type: none">a. Linking community resourcesb. Organizing support from community partnersc. School is the hub of the community	<ul style="list-style-type: none">• Community support is not collaborative or visible at the school.• Flyers from community organizations are sent home to families when organizations request access.• The school discusses the community using a deficit model and describes the resources lacking in the community and the lack of knowledge in the community.	<ul style="list-style-type: none">• Community and business representatives provide support for student success monetarily and in other non-traditional ways.• Funds of knowledgeⁱ from communities are recognized and connections with the community exist with students and families.	<ul style="list-style-type: none">• Community and business representatives work with school and parent leaders to assess needs and develop programs to support student success and find creative ways to provide support for students and families.• Funds of knowledge from communities are honored and leveraged as valuable contributors to the school community.• Community collaboration provides support for community services and civic participation.
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<p>VII. Building the Capacity of Staff to Engage Families</p> <p>a. Staff have access to professional learning opportunities on family engagement</p> <p>b. Staff have professional learning opportunities on cultural competency</p> <p>c. Staff that need assistance in working with families are provided support and coaching</p>	<ul style="list-style-type: none"> • Professional learning opportunities with school staff do not include mention of family engagement or its tie to student learning. • Staff are left to understand and implement the family engagement section of the WCSD Professional Growth System (4c.) on their own including staff that receive less than exemplary marks. • School leadership does not mention family engagement as an expectation for all staff. 	<ul style="list-style-type: none"> • Family engagement is mentioned in professional learning opportunities and some information is provided on the family engagement section (4c.) of the WCSD Professional Growth System. • Staff that struggle with family engagement are provided general strategies to improve their efforts. • School leadership provides reminders that family engagement is important and connected to a child's achievement. 	<ul style="list-style-type: none"> • Staff is provided professional learning opportunities tied to the WCSD Professional Growth System for teachers that foster the following skills, beliefs and mindsets: Honor and recognize families' funds of knowledge; create welcoming inviting cultures; teachers value and respect families and see them as assets in supporting student learning; teachers see engaging families as part of the teacher's core role and responsibility. • Staff that struggle with family engagement are provided individual coaching and support by school leadership. • School leadership continuously communicates expectations to staff to engage families and models this practice on an ongoing regular basis.
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ⁱ Funds of Knowledge (Greenberg, 1992) – refers to the knowledge students gain from their families and cultural backgrounds. More specifically knowledge that is historically accumulated and developed strategies (skills, abilities, ideas, practices) or bodies of knowledge that are essential to a household’s functioning and well-being.