



Indiana Department of Education

Family Friendly Schools Program Handbook

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Family Friendly Schools Program Description

Purpose:

The purpose of the program is to focus on addressing the academic, physical, emotional and social needs of students while providing the needed resources and fostering the active involvement of their families through schools and the community.

The Indiana Department of Education Family Friendly Schools Program is a State recognition program for schools that excel in the involvement of families and communities in their children's education.

Application Process:

- **Voluntary participation-** Schools may voluntarily request an assessment from the Indiana Department of Education for the purpose of evaluating and improving family and community engagement in the school.
- **Application Status:**
 - New Applicant- Never applied/did not receive designation in previous application cycle
 - Family Friendly Renewal School- First Year Family Friendly School
 - Redesignation Applicant-2nd Year Family Friendly School
- **Principal of school submits application packet-** The principal of a school wishing to be designated as a Family Friendly School must submit an application packet for IDOE assessment no later than **November** of each year. Applications received after this date will not be considered until the next review cycle in the subsequent school year. **NOTE: Applications will be accepted until close of business on Friday, November 11th, 2016.**
- **Application materials-** Application materials, including the requisite surveys, are available on the IDOE website, Outreach page <http://www.doe.in.gov/outreach/family-friendly-schools-program>

Evaluation of Schools:

- **IDOE conducts evaluation-** The IDOE will evaluate the family friendliness at any Indiana school (traditional public schools, public charter schools, public magnet schools, or nonpublic schools that voluntarily become accredited under IC 20-19-2-8) that voluntarily requests and applies for an assessment.
- **Evaluation completed during school year-** The evaluation will be completed during the school year upon the school's submission of the completed application packet.
- **IDOE will use an Assessment Tool to evaluate-** The IDOE will use an Assessment Tool to evaluate family and community involvement at the school. The Assessment Tool is a rubric that incorporates required results from school initiated stakeholder surveys (parent, staff, building leadership, and student) and results of a desktop evaluation.
- **Assessment Tool Standards-**The IDOE will use the Family Friendly Schools Assessment Tool rubric to evaluate schools using the following standards. (1) Welcoming all Families into the

School Community; (2) Communicating Effectively; (3) Supporting Student Success; (4) Speaking up for every Child; (5) Sharing Power; and (6) Collaborating with Community.

- **IDOE designates any school that applies for an assessment and is designated in the “Excelling” category as an Indiana Family Friendly School-** The IDOE determines the designation level of the school making application. The designation level is based solely upon the Assessment Tool (rubric), and the school will be designated a school as one of the following: (1) Emerging; (2) Progressing; or (3) Excelling.
- **IDOE will provide evaluation results-** The IDOE will provide evaluation results to the school within 30 days of completing the evaluation.
- **IDOE will post school evaluation results-** The IDOE will post school evaluation results of those schools designated as “Excelling” on the IDOE website for public review within 60 days of completing the school evaluation.

Designation of Schools:

- **The IDOE will maintain a list of all Family Friendly Schools-** The list will also contain the school years during which each school participated in the program.
- **Family Friendly School Designation is valid for one school year-** The list of Family Friendly Schools are posted on the IDOE website and updated yearly, no later than **September** of each year.
- **Designation Criteria for Emerging, Progressing, and Excelling categories-**
 - **Emerging-**
 - **0% in the Excelling rubric category**
 - **≤ 20 % in the Progressing rubric category**
 - **≥ 80% in the Emerging rubric category**
 - **Progressing-**
 - **≤ 5% in the Excelling rubric category**
 - **≤ 85% in the Progressing rubric category**
 - **≤ 10% in the Emerging rubric category**
 - **Excelling (Designated as a Family Friendly School)**
 - **≥ 90% in the Excelling rubric category**
 - **≤ 5% in the Progressing rubric category**
 - **≤ 5% in the Emerging rubric category**

Annual Assessment and Reporting Requirements:

Renewal

- **School annual assessment requirements-** No later than **June** of each year, a first year Family Friendly School that wishes to renew its designation and participation in the program must comply with the conditions of the Renewal Letter and submit the letter along with appropriate signatures by the IDOE request date.

Redesignation

- **School annual assessment requirements-** No later than **January** of each year, a Family Friendly Renewal School that wishes to maintain its designation and participation in the program for a third year **must** report the following information to the IDOE:
 - Documentation demonstrating the quality of family involvement and implementation of the program at the school.
 - One survey summary from each stakeholder group (staff, students, building leaders, and parents).
 - Additional evidence of effective Family Friendly school practices and activities.
- **IDOE annual assessment requirements for Redesignation-** The IDOE will conduct an annual assessment of each school's Family Friendly program. The assessment will be based on the report submitted by the school and will determine whether a school has improved, maintained, or fallen below its designation level.
 - **If a school has improved its designation level, the IDOE will do the following:**
 - Notify the school of its improvement.
 - Present the information in the report to the State Board of Education no later than **July 31st**.
 - Update the IDOE's list of family friendly schools (those that have reached the "Excelling" level).
 - **If a school has maintained its designation level, the IDOE will do the following:**
 - Notify the school of its continuing designation.
 - Present the information in the report to the State Board of Education no later than **July 31st**.
 - Provide support to the school as needed on further developing family and community engagement in student achievement.
 - **If a school has fallen below its designation level, the IDOE will do the following:**
 - Notify the school of its drop in designation level
 - Maintain the School's designation in previous years.

- Update the department’s list of Family Friendly schools for current application period if necessary
- Request that the school submit a high-quality plan to regain its designation level if the school wishes to continue participation in the program.
- Provide guidance to the school on further developing family and community engagement in student achievement.
- The IDOE will submit the results of the annual assessment to the State Board of Education no later than **July 31st** of each year.

Exiting the Program: If a school no longer wishes to participate in the program, it must notify the IDOE no later than **January of each application period**. Upon receiving notice, the IDOE will update the department’s list of family friendly schools to reflect the school’s withdrawal from the program at the end of the school year during which the Department receives notice.

Guidance: Best practices in increasing family and community engagement in student achievement will be posted on the IDOE Outreach webpage.

Application Process

- Download the application materials from the IDOE Outreach webpage <http://www.doe.in.gov/outreach>. Application materials include the two page application, stakeholder surveys, and summary surveys. Fill out the two page application.
- Distribute the stakeholder surveys to your staff, building leadership, parents, and students.
- Collect the completed surveys and use them to fill out your one Summary Survey for each stakeholder group.
- Scan the two page application and the one summary survey for each of your stakeholder groups (staff, building leadership, parents, and students).
- Email the scanned application and survey summaries to familyfriendlyschool@doe.in.gov.
- Use the rubric to develop an **Evidence Binder** to support where your school is on the Assessment Tool. Send the Evidence Binder by either email or postal service Postal Address: 115 W. Washington Street, Suite 600 S., Indianapolis, IN 46204; attention Outreach Department.

Timeline for SY 2016-17

Dates	Events
September	Family Friendly Schools Program Application Cycle Begins
November 11, 2016	<p>Application Deadline FOR NEW APPLICANTS</p> <p><u>Application Must Include:</u> Application Form AND Survey Summaries</p> <p>EVIDENCE BINDER DUE January 27, 2017</p>
January 27, 2017	<p>Redesignation Application and Supporting Evidence DUE: 2nd Year Family Friendly Schools</p> <p><u>Application Must Include:</u> Application Form, Survey Summaries, AND Supporting Evidence</p>
June 2017	IDOE provides school with Family Friendly designation evaluation results
June 1, 2017	Renewal Letter Due for First Year Family Friendly Schools
July 31, 2015	IDOE Submits Family School Assessment Results to the State Board of Education
August 2017	IDOE posts Family Friendly “Excelling” school results on its website for public review
November 2017	2018-2019 Application for New Applicants Due

Indiana Department of Education
SY 2016-17 Family Friendly Schools Program Application
Due November 11, 2016

Part One

(Check all that apply) Public Charter Public Magnet Public Traditional Nonpublic

Official School Name _____ District Name _____

School Mailing Address _____
(If address is P.O. Box, also include street address)

City _____ State _____ Zip Code+4 (9 digits total) _____

County _____ School Corp Number _____ School Number _____

Telephone () _____ E-mail _____

Web site/URL _____

Schools completing this application understand that the submission of Part I and II of this form is only the first step in a multi-part process that requires 1) completion of requisite surveys, 2) analysis of results, and 3) completion of an evidence binder in order to be eligible for review for designation as an Indiana Department of Education Family Friendly School. Schools interested in completing this process will be provided with technical assistance.

I have reviewed the requirements of the program and certify that the information contained on this form is accurate.

(Principal's Name and Signature) _____ Date _____

I have reviewed the requirements of the program and certify that the information contained on this form is accurate.

(Superintendent's Name and Signature) _____ Date _____

I have reviewed the requirements of the program and certify that the information contained on this form is accurate.

(School Board President's/Chairperson's Name and Signature) _____ Date _____

Indiana Department of Education

SY 2016-17 Family Friendly Schools Program Application

Part Two

In 800 words or less, provide a narrative snapshot of your school. Please include the following: (1) vision and mission of school; (2) a description of your traditions, milestones, and the nature of your community and student body; and (3) summarize the school's strengths and accomplishments in the area of family and community engagement.

Send the completed form by email or mail to:

Email-

**Address - Indiana Department of Education, Family Friendly Schools, 115 W Washington St., South Tower,
Ste 600, Indianapolis, IN 46204.**

Family Survey

DIRECTIONS: Mark an “X” in the box that most accurately expresses how you feel about your experience.

QUESTION	Strongly Agree	Agree	Disagree	Strongly Disagree
Welcoming Climate				
<ul style="list-style-type: none"> When I walk into the school, I feel the school is inviting and a place where families belong. 				
<ul style="list-style-type: none"> I feel my child’s teacher treats my concerns with respect, demonstrating a genuine interest in developing solutions. 				
<ul style="list-style-type: none"> I feel the school administration treats my concerns with respect, demonstrating a genuine interest in developing solutions. 				
<ul style="list-style-type: none"> I feel I am treated fairly regardless of age, gender, race, or cultural background. 				
<ul style="list-style-type: none"> My child’s teacher embraces parents and students as social equals. 				
<ul style="list-style-type: none"> The school’s policies and programs reflect, respect, and value the diversity of the families in the community. 				
Effective Communication				
<ul style="list-style-type: none"> I feel informed about how to access extracurricular student activities. 				
<ul style="list-style-type: none"> The school keeps all families informed about important events. 				
<ul style="list-style-type: none"> I feel comfortable contacting my child’s teacher. 				
<ul style="list-style-type: none"> I feel comfortable contacting the school administration. 				
<ul style="list-style-type: none"> The school communicates with families in multiple ways (e.g., email, phone, and website). 				
<ul style="list-style-type: none"> I feel I have two-way communication with my child’s teacher about my child’s strengths, areas of 				

improvement, learning style, progress, and other concerns I may have about my child.				
<ul style="list-style-type: none"> I feel I have two-way communication with the school administration if I have concerns about my child. 				
<ul style="list-style-type: none"> I feel my child’s teacher provides me with information about my child’s progress, and ways I can support their learning at home. 				
<ul style="list-style-type: none"> Translation services are available to me, if needed. 				
<ul style="list-style-type: none"> My child’s teacher keeps me well-informed of how my child is doing in school. 				
Support of Student Success				
<ul style="list-style-type: none"> I understand the academic standards my child is expected to meet and how the curriculum is linked to those standards. 				
<ul style="list-style-type: none"> My child’s teacher gives me useful information about ways to improve my child’s progress. 				
<ul style="list-style-type: none"> The school administration keeps me informed of my rights under federal and state laws and policies, and guides me on ways to advocate for my child, when needed. 				
<ul style="list-style-type: none"> I feel that the parent group at the school plays a role in helping me advocate for my child’s success in school. 				
Speaking up for Every Child				
<ul style="list-style-type: none"> If I see something happening in the school that upsets me, I feel comfortable saying something to teachers. 				
<ul style="list-style-type: none"> If I see something happening in the school that upsets me, I feel comfortable saying something to school administration. 				
Sharing Power				
<ul style="list-style-type: none"> I am interested in school matters and feel like my opinion counts. 				

<ul style="list-style-type: none"> • My opinion and voice is valued equally with teachers at the school. 				
<ul style="list-style-type: none"> • My opinion and voice is valued equally with the administration at the school. 				
<ul style="list-style-type: none"> • The school consults with me and other families before making important decisions (e.g. school policies, arrival and dismissal procedures, school uniforms, and how parents can become involved in the school). 				
<ul style="list-style-type: none"> • The school district consults with me and other families before making important decisions (e.g. changes in curriculum, school policies, and budget). 				
<ul style="list-style-type: none"> • I feel parents have input in the development of our school improvement plan. 				
<ul style="list-style-type: none"> • I desire to be involved in the school in meaningful ways, and I feel encouraged to volunteer at our school. 				
<ul style="list-style-type: none"> • I attend parent group meetings. 				
<ul style="list-style-type: none"> • In my school, parents and teachers are equals; engaged in constructive criticism of the school system with the ultimate purpose of greater intellectual stimulation and enrichment for students. 				
<ul style="list-style-type: none"> • My school administration asks me what I think and feel and invites me to add additional agenda items to parent meetings. 				
<ul style="list-style-type: none"> • My administration asks my child for input on school issues and values my child's opinion. 				
<ul style="list-style-type: none"> • My school administration fosters democratic conversation about issues parents and students determine are priorities, promoting voice and collective action on behalf of children. 				
Collaborating with Community				
<ul style="list-style-type: none"> • The school staff and families collaborate with community members to connect students, families, and staff to expanded learning opportunities. 				

<ul style="list-style-type: none"> • The school staff and families collaborate with community members to connect students, families, and staff to community services. 				
<ul style="list-style-type: none"> • The school staff and families collaborate with community members to connect students, families, and staff to community improvement initiatives. 				
<ul style="list-style-type: none"> • The school or parent group provides opportunities for families to develop relationships and raise concerns with school district leaders, public officials, and business and community leaders. 				
<ul style="list-style-type: none"> • The parent group provides opportunities for my family to connect with school staff and community organizations to access expanded learning opportunities, community services, and community improvement initiatives. 				
<ul style="list-style-type: none"> • I feel our school is a central part of my community. 				

School Building Level Leadership Survey

Directions: Mark an “X” in the box that best describes your school.

	Never	Sometimes	Frequently	Always
Welcoming Climate				
<ul style="list-style-type: none"> • Our school has friendly signs inside and outside to welcome families and visitors in the multiple languages they speak. 				
<ul style="list-style-type: none"> • Our school translates communications into the school’s major languages. 				
Effective Communication				
<ul style="list-style-type: none"> • Our school communicates with families in multiple ways (e.g., email, phone, web site). 				
<ul style="list-style-type: none"> • Our school provides interpreters for all meetings and events, when needed. 				
<ul style="list-style-type: none"> • Our school provides continuous staff development regarding effective communication techniques and the importance of regular, two-way communication between the school and family. 				
<ul style="list-style-type: none"> • Our school provides families with the school Parent Involvement Policy which contains clear information regarding opportunities to for 				

families to be involved.				
Support of Student Success				
<ul style="list-style-type: none"> Our school involves parents in planning for transitions to elementary school, middle school, high school or post-secondary education or careers. 				
	Never	Sometimes	Frequently	Always
<ul style="list-style-type: none"> Our school provides, or makes available, a range of options and choices for a wide array of extracurricular activities that reflect student interests, goals, and learning. 				
<ul style="list-style-type: none"> Our school uses adequate technology to meet the needs of 21st century learners. 				
<ul style="list-style-type: none"> Our school shares student achievement data with families in ways that solicit their ideas about how to improve achievement. 				
<ul style="list-style-type: none"> Our school includes students in parent-teacher conferences as active participants in discussions of expectations and work quality. 				
Speaking Up for Every Child				
<ul style="list-style-type: none"> Our school informs families of the process 				

and/or procedures to raise concerns and resolve problems (e.g. workshops, web-based materials, school handbook).				
<ul style="list-style-type: none"> Our school 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 Power				
<ul style="list-style-type: none"> Our school includes parents with equal representation on decision making and advisory committees or councils. 				
	Never	Sometimes	Frequently	Always
<ul style="list-style-type: none"> Our school encourages and facilitates active parent participation. 				
<ul style="list-style-type: none"> Our school establishes policies that recognize and respect families' cultural, ethnic, religious and socioeconomic diversity. 				
Collaborating with Community				
<ul style="list-style-type: none"> Our school distributes information on community resources that serve the cultural, recreational, academic, health, social, and other needs of families 				

within the community.				
<ul style="list-style-type: none">• Our school collaborates with community services and adult learning opportunities.				

Student Survey

QUESTION	Strongly Agree	Agree	Disagree	Strongly Disagree
Welcoming Climate				
<ul style="list-style-type: none"> There are family volunteers in my classroom almost every day. 				
<ul style="list-style-type: none"> I feel respected by my teacher and other adults in the building. 				
Effective Communication				
<ul style="list-style-type: none"> My family is contacted and receives information from the school. 				
<ul style="list-style-type: none"> I feel comfortable talking with my school principal. 				
Support of Student Success				
<ul style="list-style-type: none"> There are after school activities that I can join. 				
<ul style="list-style-type: none"> My teachers really listen to me and I feel good about asking them to help me solve problems. 				
Speaking up for Every Child				
<ul style="list-style-type: none"> If I see something happening in the school that upsets me, I feel comfortable saying something to teachers. 				
<ul style="list-style-type: none"> If I see something happening in the school that upsets me, I feel comfortable saying something to the principal. 				
Sharing Power				
<ul style="list-style-type: none"> At my school, I can share my opinion, and I feel that my opinion matters. 				
<ul style="list-style-type: none"> My school asks me my opinion about school issues and values my opinion. 				
Collaborating with Community				
<ul style="list-style-type: none"> My school is not just for students and teachers; I know that other community organizations are part of my school. 				
<ul style="list-style-type: none"> I see people from the community at my school; and it feels like our school is a central part of my community. 				

Directions: Mark an "X" in the box that most explains how you feel.

School Staff Survey

Directions: Mark an “X” in the box that most accurately expresses your opinion.

	Never	Sometimes	Frequently	Always
Welcoming Climate				
<ul style="list-style-type: none"> • Our school has friendly signs inside and outside to welcome families and visitors in the multiple languages they speak. 				
<ul style="list-style-type: none"> • Our school translates communications into the school’s major languages. 				
Effective Communication				
<ul style="list-style-type: none"> • Our school communicates with families in multiple ways (e.g., email, phone, web site). 				
<ul style="list-style-type: none"> • Our school provides interpreters for all meetings and events, when needed. 				
<ul style="list-style-type: none"> • Our school provides continuous staff development regarding effective communication techniques and the importance of regular, two-way communication between the school and family. 				
<ul style="list-style-type: none"> • Our school provides families with the school Parent Involvement Policy which contains clear information regarding opportunities for families to be involved. 				
Support of Student Success				

<ul style="list-style-type: none"> • Our school involves parents in planning for transitions to elementary school, middle school, high school or post-secondary education or careers. 				
	Never	Sometimes	Frequently	Always
<ul style="list-style-type: none"> • Our school provides, or makes available, a range of options and choices for a wide array of extracurricular activities that reflect student interests, goals, and learning. 				
<ul style="list-style-type: none"> • Our school uses adequate technology to meet the needs of 21st century learners. 				
<ul style="list-style-type: none"> • Our school shares student achievement data with families in ways that solicit their ideas about how to improve achievement. 				
<ul style="list-style-type: none"> • Our school includes students in parent-teacher conferences as active participants in discussions of expectations and work quality. 				
Speaking Up for Every Child				
<ul style="list-style-type: none"> • Our school informs families of the process and/or procedures to raise concerns and resolve problems (e.g. 				

workshops, web-based materials, school handbook).				
<ul style="list-style-type: none"> Our school 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 Power				
<ul style="list-style-type: none"> 14. Our school includes parents with equal representation on decision making and advisory committees or councils. 				
<ul style="list-style-type: none"> Our school encourages and facilitates active parent participation. 				
	Never	Sometimes	Frequently	Always
<ul style="list-style-type: none"> Our school establishes policies that recognize and respect families' cultural, ethnic, religious and socioeconomic diversity. 				
Collaborating with Community				
<ul style="list-style-type: none"> Our school distributes information on community resources that serve the cultural, recreational, academic, health, social, and other needs of families 				

within the community.				
<ul style="list-style-type: none"> • Our school collaborates with community services and provides adult learning opportunities. 				

Family Survey SUMMARY

Number of Family Surveys returned: _____ Number of Families surveyed: _____

DIRECTIONS: Provide the number of responses in each box that represents your Family Survey results.

STATEMENT	Strongly Agree	Agree	Disagree	Strongly Disagree
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Welcoming Climate				
<ul style="list-style-type: none"> When I walk into the school, I feel the school is inviting and a place where families belong. 				
<ul style="list-style-type: none"> I feel my child's teacher treats my concerns with respect, demonstrating a genuine interest in developing solutions. 				
<ul style="list-style-type: none"> I feel the school administration treats my concerns with respect, demonstrating a genuine interest in developing solutions. 				
<ul style="list-style-type: none"> I feel I am treated fairly regardless of age, gender, race, or cultural background. 				
<ul style="list-style-type: none"> My child's teacher embraces parents and students as social equals. 				
<ul style="list-style-type: none"> The school's policies and programs reflect, respect, and value the diversity of the families in the community. 				
Effective Communication				
<ul style="list-style-type: none"> I feel informed about how to access extracurricular student activities. 				
<ul style="list-style-type: none"> The school keeps all families informed about important events. 				
<ul style="list-style-type: none"> I feel comfortable contacting my child's teacher. 				
<ul style="list-style-type: none"> I feel comfortable contacting the school administration. 				
<ul style="list-style-type: none"> The school communicates with families in multiple ways (e.g., email, phone, and website). 				
<ul style="list-style-type: none"> I feel I have two-way communication with my child's teacher about my child's strengths, areas of improvement, learning style, progress, and other concerns I may have about my child. 				

<ul style="list-style-type: none"> I feel I have two-way communication with the school administration if I have concerns about my child. 				
<ul style="list-style-type: none"> I feel my child’s teacher provides me with information about my child’s progress, and ways I can support their learning at home. 				
<ul style="list-style-type: none"> Translation services are available to me, if needed. 				
<ul style="list-style-type: none"> My child’s teacher keeps me well-informed of how my child is doing in school. 				
Support of Student Success				
<ul style="list-style-type: none"> I understand the academic standards my child is expected to meet and how the curriculum is linked to those standards. 				
<ul style="list-style-type: none"> My child’s teacher gives me useful information about ways to improve my child’s progress. 				
<ul style="list-style-type: none"> The school administration keeps me informed of my rights under federal and state laws and policies, and guides me on ways to advocate for my child, when needed. 				
<ul style="list-style-type: none"> I feel that the parent group at the school plays a role in helping me advocate for my child’s success in school. 				
Speaking up for Every Child				
<ul style="list-style-type: none"> If I see something happening in the school that upsets me, I feel comfortable saying something to teachers. 				
<ul style="list-style-type: none"> If I see something happening in the school that upsets me, I feel comfortable saying something to school administration. 				
Sharing Power				
<ul style="list-style-type: none"> I am interested in school matters and feel like my opinion counts. 				

<ul style="list-style-type: none"> • My opinion and voice is valued equally with teachers at the school. 				
<ul style="list-style-type: none"> • My opinion and voice is valued equally with the administration at the school. 				
<ul style="list-style-type: none"> • The school consults with me and other families before making important decisions (e.g. school policies, arrival and dismissal procedures, school uniforms, and how parents can become involved in the school). 				
<ul style="list-style-type: none"> • The school district consults with me and other families before making important decisions (e.g. changes in curriculum, school policies, and budget). 				
<ul style="list-style-type: none"> • I feel parents have input in the development of our school improvement plan. 				
<ul style="list-style-type: none"> • I desire to be involved in the school in meaningful ways, and I feel encouraged to volunteer at our school. 				
<ul style="list-style-type: none"> • I attend parent group meetings. 				
<ul style="list-style-type: none"> • In my school parents and teachers are equals engaged in constructive criticism of the school system with the ultimate purpose of greater intellectual stimulation and enrichment for students. 				
<ul style="list-style-type: none"> • My school administration asks me what I think and feel and invites me to add additional agenda items to parent meetings. 				
<ul style="list-style-type: none"> • My administration asks my child for input on school issues and values my child's opinion. 				
<ul style="list-style-type: none"> • My school administration fosters democratic conversation about issues parents and students determine are 				

priorities, promoting voice and collective action on behalf of children.				
Collaborating with Community				
<ul style="list-style-type: none"> The school staff and families collaborate with community members to connect students, families, and staff to expanded learning opportunities. 				
<ul style="list-style-type: none"> The school staff and families collaborate with community members to connect students, families, and staff to community services. 				
<ul style="list-style-type: none"> The school staff and families collaborate with community members to connect students, families, and staff to community improvement initiatives. 				
<ul style="list-style-type: none"> The school or parent group provides opportunities for families to develop relationships and raise concerns with school district leaders, public officials, and business and community leaders. 				
<ul style="list-style-type: none"> The parent group provides opportunities for my family to connect with school staff and community organizations to access expanded learning opportunities, community services, and community improvement initiatives. 				
<ul style="list-style-type: none"> I feel our school is a central part of my community. 				

School Building Leadership Survey SUMMARY

Number of Building Level Leadership surveyed: _____

Number of Building Level Leadership surveys returned: _____

DIRECTIONS: Provide the number of responses in each box that represents your Building Level Leadership results.

STATEMENT	Never	Sometimes	Frequently	Always
Welcoming Climate				
<ul style="list-style-type: none"> Our school has friendly signs inside and outside to welcome families and visitors in the multiple languages they speak. 				
<ul style="list-style-type: none"> Our school translates communications into the school's major languages. 				
Effective Communication				
<ul style="list-style-type: none"> Our school communicates with families in multiple ways (e.g., email, phone, web site). 				
<ul style="list-style-type: none"> Our school provides interpreters for all meetings and events, when needed. 				
<ul style="list-style-type: none"> Our school provides continuous staff development regarding effective communication techniques and the importance of regular, two-way communication 				

between the school and family.				
<ul style="list-style-type: none"> • Our school provides families with the school Parent Involvement Policy which contains clear information regarding opportunities to for families to be involved. 				
Support of Student Success				
<ul style="list-style-type: none"> • Our school involves parents in planning for transitions to elementary school, middle school, high school or post-secondary education or careers. 				
<ul style="list-style-type: none"> • Our school provides, or makes available, a range of options and choices for a wide array of extracurricular activities that reflect student interests, goals, and learning. 				
<ul style="list-style-type: none"> • Our school uses adequate technology to meet the needs of 21st century learners. 				
<ul style="list-style-type: none"> • Our school shares student achievement data with families in 				

ways that solicit their ideas about how to improve achievement.				
<ul style="list-style-type: none"> • Our school includes students in parent-teacher conferences as active participants in discussions of expectations and work quality. 				
Speaking Up for Every Child				
<ul style="list-style-type: none"> • Our school informs families of the process and/or procedures to raise concerns and resolve problems (e.g. workshops, web-based materials, school handbook). 				
<ul style="list-style-type: none"> • Our school 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 Power				
<ul style="list-style-type: none"> • Our school includes parents with equal representation on decision making and advisory committees or councils. 				
<ul style="list-style-type: none"> • Our school encourages and facilitates active parent participation. 				

<ul style="list-style-type: none"> Our school establishes policies that recognize and respect families' cultural, ethnic, religious and socioeconomic diversity. 				
Collaborating with Community				
<ul style="list-style-type: none"> Our school distributes information on community resources that serve the cultural, recreational, academic, health, social, and other needs of families within the community. 				
<ul style="list-style-type: none"> Our school collaborates with community services and adult learning opportunities. 				

QUESTION	Strongly Agree	Agree	Disagree	Strongly Disagree
Welcoming Climate				
<ul style="list-style-type: none"> There are family volunteers in my classroom almost every day. 				
<ul style="list-style-type: none"> I feel respected by my teacher and other adults in the building. 				
Effective Communication				

<ul style="list-style-type: none"> My family is contacted and receives information from the school. 				
<ul style="list-style-type: none"> I feel comfortable talking with my school principal. 				
Support of Student Success				
<ul style="list-style-type: none"> There are after school activities that I can join. 				
<ul style="list-style-type: none"> My teachers really listen to me and I feel good about asking them to help me solve problems. 				
Speaking up for Every Child				
<ul style="list-style-type: none"> If I see something happening in the school that upsets me, I feel comfortable saying something to teachers. 				
<ul style="list-style-type: none"> If I see something happening in the school that upsets me, I feel comfortable saying something to the principal. 				
Sharing Power				
<ul style="list-style-type: none"> At my school, I can share my opinion and I feel that my opinion matters. 				
<ul style="list-style-type: none"> My school asks me my opinion about school issues and values my opinion. 				
Collaborating with Community				
<ul style="list-style-type: none"> My school is not just for students and teachers. 				
<ul style="list-style-type: none"> I see other people at my school and it feels like our school is a central part of my community. 				

Student Survey SUMMARY Number of Students _____ Number of surveys returned _____

School Staff Survey SUMMARY

Number of Staff _____ Number of Staff surveyed _____ Number of Staff surveys returned _____

DIRECTIONS: Provide the number of responses in each box that represents your Staff Survey results.

	Never	Sometimes	Frequently	Always
Welcoming Climate				
<ul style="list-style-type: none"> • Our school has friendly signs inside and outside to welcome families and visitors in the multiple languages they speak. 				
<ul style="list-style-type: none"> • Our school translates communications into the school's major languages. 				
Effective Communication				
<ul style="list-style-type: none"> • Our school communicates with families in multiple ways (e.g., email, phone, web site). 				
<ul style="list-style-type: none"> • Our school provides interpreters for all meetings and events, when needed. 				
<ul style="list-style-type: none"> • Our school provides continuous staff development regarding effective communication techniques and the importance of regular, two-way communication between the school and family. 				
<ul style="list-style-type: none"> • Our school provides families with the school Parent Involvement Policy which contains clear information regarding 				

opportunities to for families to be involved.				
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Support of Student Success

<ul style="list-style-type: none"> • Our school involves parents in planning for transitions to elementary school, middle school, high school or post-secondary education or careers. 				
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<ul style="list-style-type: none"> • Our school provides, or makes available, a range of options and choices for a wide array of extracurricular activities that reflect student interests, goals, and learning. 				
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<ul style="list-style-type: none"> • Our school uses adequate technology to meet the needs of 21st century learners. 				
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<ul style="list-style-type: none"> • Our school shares student achievement data with families in ways that solicit their ideas about how to improve achievement. 				
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<ul style="list-style-type: none"> • Our school includes students in parent-teacher conferences as active participants in discussions of expectations and work quality. 				
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Speaking Up for Every Child

<ul style="list-style-type: none"> • Our school informs families of the process and/or procedures to raise concerns and resolve 				
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problems (e.g. workshops, web-based materials, school handbook).				
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Sharing Power

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Collaborating with Community

<ul style="list-style-type: none"> • Our school distributes information on community resources that serve the cultural, recreational, academic, health, social, and other needs of families within the community. 				
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<ul style="list-style-type: none">• Our school collaborates with community services and adult learning opportunities.				
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