



Indiana Department of Education

Family Friendly Schools Program Handbook

2015 Family Friendly Schools Program Description.....	2-4
Application Process.....	4
Timeline.....	5
Application	6
Family Survey	7-10
School Building Leadership Survey	11-13
Student Survey	14
School Staff Survey	15-17
Survey Summary Pages	18-28

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.
- **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 6th of each year. Applications received after this date will not be considered until the next review cycle in the subsequent school year. **NOTE: For the second year of this program (SY 2015-16), applications will be accepted until close of business on Friday, November 6, 2015.**
- **Application materials-** Application materials are available on the IDOE website, Outreach page <http://www.doe.in.gov/outreach>.

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:

- **Th 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 1st** of each year.
- **Designation Criteria for Emerging, Progressing, and Excelling categories-**
 - **Emerging-**
 - **0% in the *Excelling* rubric category**
 - **< 25% in the *Progressing* rubric category**
 - **< 100% in the *Emerging* rubric category**
 - **Progressing-**
 - **< 15% in the *Excelling* rubric category**
 - **> 85% in the *Progressing* rubric category**
 - **< 15% 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:

- **School annual assessment requirements-** No later than November 6th of each year, a school that wishes to renew its designation and participation in the program 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-** 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 guidance to the school 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
 - Present the information in the report to the State Board of Education no later than July 31st.
 - Update the department's list of Family Friendly schools.
 - Request that the school submit a 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 November 6th. 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

1. 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.
2. Distribute the stakeholder surveys to your staff, building leadership, parents, and students.
3. Collect the completed surveys and use them to fill out your one Summary Survey for each stakeholder group.
4. Scan the two page application and the one summary survey for each of your stakeholder groups (staff, building leadership, parents, and students).
5. Email the scanned application and survey summaries to familyfriendlyschooll@doe.in.gov.
6. Use the rubric and send any evidence to support where your school is on the Assessment Tool by either email or postal service. Postal Address: 115 W. Washington Street, Suite 600 S., Indianapolis, IN 46204; attention Outreach Department.

Timeline for SY 2015-16

Dates	Events
September 4, 2015	Family Friendly Schools Program Launches
November 6, 2015	Application Deadline (EVIDENCE Binder Deadline: Friday, January 8, 2016)
Within 30 days of the completed DOE evaluation	IDOE provides school with Family Friendly designation evaluation results
Within 60 days of the completed DOE evaluation	IDOE posts Family Friendly “Excelling” school results on its website for public review
November 6, 2016	Renewal Deadline
July 31, 2015	IDOE Submits Family School Assessment Results to the State Board of Education

Indiana Department of Education
SY 2015-16 Family Friendly Schools Program Application

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 _____

_____ have reviewed the information in this application and certify that it is accurate.

_____ Date _____
(Principal's Name and Signature)

_____ have reviewed the information in this application and certify that it is accurate.

_____ Date _____
(Superintendent's Name and Signature)

_____ have reviewed the information in this application and certify that it is accurate.

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

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.

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				
1. When I walk into the school, I feel the school is inviting and place where families belong.				
2. I feel my child’s teacher treats my concerns with respect, demonstrating a genuine interest in developing solutions.				
3. I feel the school administration treats my concerns with respect, demonstrating a genuine interest in developing solutions.				
4. I feel I am treated fairly regardless of age, gender, race, or cultural background.				
5. My child’s teacher embraces parents and students as social equals.				
6. The school’s policies and programs reflect, respect, and value the diversity of the families in the community.				
Effective Communication				
7. I feel informed about how to access extracurricular student activities.				
8. The school keeps all families informed about important events.				
9. I feel comfortable contacting my child’s teacher.				
10. I feel comfortable contacting the school administration.				
11. The school communicates with families in multiple ways (e.g., email, phone, and website).				
12. 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.				

QUESTION	Strongly Agree	Agree	Disagree	Strongly Disagree
13. I feel have two-way communication with the school administration if I have concerns about my child.				
14. I feel my child's teacher provides me with information about my child's progress, and ways I can support their learning at home.				
15. Translation services are available to me, if needed.				
16. My child's teacher keeps me well-informed of how my child is doing in school.				
Support of Student Success				
17. understand the academic standards my child is expected to meet and how the curriculum is linked to those standards.				
18. My child's teacher gives me useful information about ways to improve my child's progress.				
19. 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.				
20. 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				
21. If see something happening in the school that upsets me, I feel comfortable saying something to teachers.				
22. If see something happening in the school that upsets me, I feel comfortable saying something to school administration.				
Sharing Power				
23. I am interested in school matters and feel like my opinion counts.				
24. My opinion and voice is valued equally with teachers at the school.				
25. My opinion and voice is valued equally with the administration at the school.				

QUESTION	Strongly Agree	Agree	Disagree	Strongly Disagree
26. 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).				
27. The school district consults with me and other families before making important decisions (e.g. changes in curriculum, school policies, and budget).				
28. I feel parents have input in the development of our school improvement plan.				
29. I desire to be involved in the school in meaningful ways, and I feel encouraged to volunteer at our school.				
30. I attend parent group meetings.				
31. 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.				
32. My school administration asks me what I think and feel and invites me to add additional agenda items to parent meetings.				
33. My administration asks my child for input on school issues and values my child's opinion.				
34. 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				
35. The school staff and families collaborate with community members to connect students, families, and staff to expanded learning opportunities.				
36. The school staff and families collaborate with community members to connect students, families, and staff to community services.				
37. The school staff and families collaborate with community members to connect students, families, and staff to community improvement initiatives.				
38. 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.				

QUESTION	Strongly Agree	Agree	Disagree	Strongly Disagree
39. 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.				
40. 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				
1. Our school has friendly signs inside and outside to welcome families and visitors in the multiple languages they speak.				
2. Our school translates communications into the school's major languages.				
Effective Communication				
3. Our school communicates with families in multiple ways (e.g., email, phone, web site).				
4. Our school provides interpreters for all meetings and events, when needed.				
5. Our school provides continuous staff development regarding effective communication techniques and the importance of regular, two-way communication between the school and family.				
6. 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				
7. 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
8. 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.				
9. Our school uses adequate technology to meet the needs of 21 st century learners.				
10. Our school shares student achievement data with families in ways that solicit their ideas about how to improve achievement.				
11. Our school includes students in parent-teacher conferences as active participants in discussions of expectations and work quality.				
Speaking Up for Every Child				
12. Our school informs families of the process and/or procedures to raise concerns and resolve problems (e.g. workshops, web-based materials, school handbook).				
13. 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				
14. Our school includes parents with equal representation on decision making and advisory committees or councils.				

	Never	Sometimes	Frequently	Always
15. Our school encourages and facilitates active parent participation.				
16. Our school establishes policies that recognize and respect families' cultural, ethnic, religious and socioeconomic diversity.				
Collaborating with Community				
17. Our school distributes information on community resources that serve the cultural, recreational, academic, health, social, and other needs of families within the community.				
18. Our school collaborates with community services and adult learning opportunities.				

Student Survey

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

QUESTION	Strongly Agree	Agree	Disagree	Strongly Disagree
Welcoming Climate				
1. There are family volunteers in my classroom almost every day.				
2. I feel respected by my teacher and other adults in the building.				
Effective Communication				
3. My family is contacted and receives information from the school.				
4. I feel comfortable talking with my school principal.				
Support of Student Success				
5. There are after school activities that I can join.				
6. My teachers really listen to me and I feel good about asking them to help me solve problems.				
Speaking up for Every Child				
7. If I see something happening in the school that upsets me, I feel comfortable saying something to teachers.				
8. If I see something happening in the school that upsets me, I feel comfortable saying something to the principal.				
Sharing Power				
9. At my school, I can share my opinion, and I feel that my opinion matters.				
10. My school asks me my opinion about school issues and values my opinion.				
Collaborating with Community				
11. My school is not just for students and teachers; I know that other community organizations are part of my school.				
12. I see people from the community at my school; and it feels like our school is a central part of my community.				

School Staff Survey

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

	Never	Sometimes	Frequently	Always
Welcoming Climate				
1. Our school has friendly signs inside and outside to welcome families and visitors in the multiple languages they speak.				
2. Our school translates communications into the school's major languages.				
Effective Communication				
3. Our school communicates with families in multiple ways (e.g., email, phone, web site).				
4. Our school provides interpreters for all meetings and events, when needed.				
5. Our school provides continuous staff development regarding effective communication techniques and the importance of regular, two-way communication between the school and family.				
6. 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				
7. 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
8. Our school provides, or makes available, range of options and choices for wide array of extracurricular activities that reflect student interests, goals, and learning.				
9. Our school uses adequate technology to meet the needs of 21 st century learners.				
10. Our school shares student achievement data with families in ways that solicit their ideas about how to improve achievement.				
11. Our school includes students in parent-teacher conferences as active participants in discussions of expectations and work quality.				
Speaking Up for Every Child				
12. Our school informs families of the process and/or procedures to raise concerns and resolve problems (e.g. workshops, web-based materials, school handbook).				
13. 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				
14. 14. Our school includes parents with equal representation on decision making and advisory committees or councils.				
15. Our school encourages and facilitates active parent participation.				

	Never	Sometimes	Frequently	Always
16. Our school establishes policies that recognize and respect families' cultural, ethnic, religious and socioeconomic diversity.				
Collaborating with Community				
17. Our school distributes information on community resources that serve the cultural, recreational, academic, health, social, and other needs of families within the community.				
18. 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
Welcoming Climate				
1. When I walk into the school, I feel the school is inviting and a place where families belong.				
2. I feel my child's teacher treats my concerns with respect, demonstrating a genuine interest in developing solutions.				
3. I feel the school administration treats my concerns with respect, demonstrating a genuine interest in developing solutions.				
4. I feel I am treated fairly regardless of age, gender, race, or cultural background.				
5. My child's teacher embraces parents and students as social equals.				
6. The school's policies and programs reflect, respect, and value the diversity of the families in the community.				
Effective Communication				
7. I feel informed about how to access extracurricular student activities.				
8. The school keeps all families informed about important events.				
9. I feel comfortable contacting my child's teacher.				
10. I feel comfortable contacting the school administration.				
11. The school communicates with families in multiple ways (e.g., email, phone, and website).				

STATEMENT	Strongly Agree	Agree	Disagree	Strongly Disagree
12. 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.				
13. I feel I have two-way communication with the school administration if I have concerns about my child.				
14. I feel my child's teacher provides me with information about my child's progress, and ways I can support their learning at home.				
15. Translation services are available to me, if needed.				
16. My child's teacher keeps me well-informed of how my child is doing in school.				
Support of Student Success				
17. I understand the academic standards my child is expected to meet and how the curriculum is linked to those standards.				
18. My child's teacher gives me useful information about ways to improve my child's progress.				
19. 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.				
20. 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				
21. If I see something happening in the school that upsets me, I feel comfortable saying something to teachers.				
22. If I see something happening in the school that upsets me, I feel comfortable saying something to school administration.				
Sharing Power				
23. I am interested in school matters and feel like my opinion counts.				

STATEMENT	Strongly Agree	Agree	Disagree	Strongly Disagree
24. My opinion and voice is valued equally with teachers at the school.				
25. My opinion and voice is valued equally with the administration at the school.				
26. 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).				
27. The school district consults with me and other families before making important decisions (e.g. changes in curriculum, school policies, and budget).				
28. I feel parents have input in the development of our school improvement plan.				
29. I desire to be involved in the school in meaningful ways, and I feel encouraged to volunteer at our school.				
30. I attend parent group meetings.				
31. 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.				
32. My school administration asks me what I think and feel and invites me to add additional agenda items to parent meetings.				
33. My administration asks my child for input on school issues and values my child's opinion.				
34. 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				
35. The school staff and families collaborate with community members to connect students, families, and staff to expanded learning opportunities.				

STATEMENT	Strongly Agree	Agree	Disagree	Strongly Disagree
36. The school staff and families collaborate with community members to connect students, families, and staff to community services.				
37. The school staff and families collaborate with community members to connect students, families, and staff to community improvement initiatives.				
38. 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.				
39. 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.				
40. 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				
1. Our school has friendly signs inside and outside to welcome families and visitors in the multiple languages they speak.				
2. Our school translates communications into the school's major languages.				
Effective Communication				
3. Our school communicates with families in multiple ways (e.g., email, phone, web site).				
4. Our school provides interpreters for all meetings and events, when needed.				
5. Our school provides continuous staff development regarding effective communication techniques and the importance of regular, two-way communication between the school and family.				
6. Our school provides families with the school Parent Involvement Policy which contains clear information regarding opportunities to for families to be involved.				

STATEMENT	Never	Sometimes	Frequently	Always
Support of Student Success				
7. Our school involves parents in planning for transitions to elementary school, middle school, high school or post-secondary education or careers.				
8. 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.				
9. Our school uses adequate technology to meet the needs of 21 st century learners.				
10. Our school shares student achievement data with families in ways that solicit their ideas about how to improve achievement.				
11. Our school includes students in parent-teacher conferences as active participants in discussions of expectations and work quality.				
Speaking Up for Every Child				
12. Our school informs families of the process and/or procedures to raise concerns and resolve problems (e.g. workshops, web-based materials, school handbook).				

STATEMENT	Never	Sometimes	Frequently	Always
13. 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				
14. Our school includes parents with equal representation on decision making and advisory committees or councils.				
15. Our school encourages and facilitates active parent participation.				
16. Our school establishes policies that recognize and respect families' cultural, ethnic, religious and socioeconomic diversity.				
Collaborating with Community				
17. Our school distributes information on community resources that serve the cultural, recreational, academic, health, social, and other needs of families within the community.				
18. Our school collaborates with community services and adult learning opportunities.				

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

QUESTION	Strongly Agree	Agree	Disagree	Strongly Disagree
Welcoming Climate				
1. There are family volunteers in my classroom almost every day.				
2. I feel respected by my teacher and other adults in the building.				
Effective Communication				
3. My family is contacted and receives information from the school.				
4. I feel comfortable talking with my school principal.				
Support of Student Success				
5. There are after school activities that I can join.				
6. My teachers really listen to me and I feel good about asking them to help me solve problems.				
Speaking up for Every Child				
7. If I see something happening in the school that upsets me, I feel comfortable saying something to teachers.				
8. If I see something happening in the school that upsets me, I feel comfortable saying something to the principal.				
Sharing Power				
9. At my school, I can share my opinion and I feel that my opinion matters.				
10. My school asks me my opinion about school issues and values my opinion.				
Collaborating with Community				
11. My school is not just for students and teachers.				
12. I see other people at my school and it feels like our school is a central part of my community.				

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				
1. Our school has friendly signs inside and outside to welcome families and visitors in the multiple languages they speak.				
2. Our school translates communications into the school's major languages.				
Effective Communication				
3. Our school communicates with families in multiple ways (e.g., email, phone, web site).				
4. Our school provides interpreters for all meetings and events, when needed.				
5. Our school provides continuous staff development regarding effective communication techniques and the importance of regular, two-way communication between the school and family.				
6. Our school provides families with the school Parent Involvement Policy which contains clear information regarding opportunities to for families to be involved.				

	Never	Sometimes	Frequently	Always
Support of Student Success				
7. Our school involves parents in planning for transitions to elementary school, middle school, high school or post-secondary education or careers.				
8. Our school provides, or makes available, range of options and choices for a wide array of extracurricular activities that reflect student interests, goals, and learning.				
9. Our school uses adequate technology to meet the needs of 21 st century learners.				
10. Our school shares student achievement data with families in ways that solicit their ideas about how to improve achievement.				
11. Our school includes students in parent-teacher conferences as active participants in discussions of expectations and work quality.				
Speaking Up for Every Child				
12. Our school informs families of the process and/or procedures to raise concerns and resolve problems (e.g. workshops, web-based materials, school handbook).				
13. 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.				

	Never	Sometimes	Frequently	Always
Sharing Power				
14. Our school includes parents with equal representation on decision making and advisory committees or councils.				
15. Our school encourages and facilitates active parent participation.				
16. Our school establishes policies that recognize and respect families' cultural, ethnic, religious, and socioeconomic diversity.				
Collaborating with Community				
17. Our school distributes information on community resources that serve the cultural, recreational, academic, health, social, and other needs of families within the community.				
18. Our school collaborates with community services and adult learning opportunities.				